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CITIZENSHIP AND GOVERNMENT

A READING COURSE

BY

GEORGE F. ZOOK
SPECIALIST IN HIGHER
EDUCATION



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION - WASHINGTON - 1923

CITIZENSHIP AND GOVERNMENT.

By GEORGE F. ZOOK,

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The United States is beyond all doubt the greatest democracy in the world. In a democracy the people govern. They do so by selecting at regular intervals representatives for executive and legislative service in national, State, and local government, and by bringing to bear upon these and other officials the force of public opinion which has been crystallized by popular discussion and the press. Citizenship in the United States therefore carries with it not only the right but the obligation to participate as far as possible in helping to solve the many complex political, economic, and social problems which constantly confront the country.

This obligation to participate directly in the government of the country has been extended to an increasing proportion of the population. The property limitations on suffrage were removed by most of the States during the early part of the nineteenth century; no limitations on suffrage may now be made "by reason of race, color, or previous condition of servitude"; only a few States even require an educational qualification; and, finally, by constitutional amendment only a few years ago women were enfranchised and placed on the same basis

as men. In form, therefore, our Government has steadily become more and more democratic.

Whether in practice it is actually becoming more and more democratic depends entirely on education. It should be more axiomatic than it is that a democratic form of government can not be successful unless the citizens have an intelligent appreciation of the problems of the Nation, the State, and locality which they are expected to help solve through their choice of officials on election day and the contribution they make toward the formation of public opinion. In a democracy, therefore, good government depends on widespread popular citizenship education. The country needs its hundreds and thousands educated as doctors or lawyers; others as engineers or farmers; still others as business men or school-teachers; but all of America's millions of men and women alike share the same obligation for citizenship education.

Our schools and colleges appreciate more and more the great need to send out their graduates trained to participate intelligently in the Nation's affairs but, do what they may, it will always be impossible for them to anticipate all the new economic and social problems which are constantly arising. Therefore, citizenship education is a continuous process which should be carried on from childhood through old age.

It seems particularly appropriate, therefore, for the Bureau of Education to issue in this series a list of books which will help readers to appreciate more fully the background of American citizenship, the methods of participating in American citizenship, and the types of problems confronting our country.

Finally, as a result of careful study of these books, it is hoped that the reader will go forth not only with more information as to how to perform his citizenship duties more intelligently but with a renewed determination to fulfill his citizenship obligations more completely.

SECTION A.—HISTORICAL AND INTRODUCTORY.

1. Political and Social History of Modern Europe. Carlton J. Hayes. New York, Macmillan, 1913. Vol. 1, \$3.25; Vol. 2, \$3.75
2. The Governments of Europe. F. A. Ogg. Rev. edition. New York, Macmillan, 1920. \$3.90
3. A Short History of the United States. J. S. Bassett. New York, Macmillan, 1913. \$3.90
4. A History of the Presidency. Edward A. Stanwood. Boston, Houghton Mifflin Co., 1916. \$6

SECTION B.—NATIONAL, STATE AND LOCAL GOVERNMENT.

5. Constitutional Government in the United States. Woodrow Wilson. New York, Lemcke, 1908. \$2
6. The American Commonwealth. James Bryce. 2 vols. 4th edition. New York, Macmillan, 1919. \$8 per set; separate: Vol. 1, \$4; Vol. 2, \$4.50; abridged vol. \$3
7. Introduction to American Government. Frederick A. Ogg and P. Orman Ray. New York, Century, 1922. \$3.75
8. American Government and Politics. C. A. Beard. New York, Macmillan, 1920. \$3.50
9. Actual Government. A. B. Hart. New York, Longmans, 1918. \$2.50
10. Organized Democracy. F. A. Cleveland. New York, Longmans, 1913. \$2
11. Popular Government. Arnold Bennett Hall. New York, Macmillan, 1921. \$2.40
12. State Government. Walter F. Dodd. New York, Century, 1922. \$2
13. Government of American Cities. W. B. Munro. 3d edition. New York, Macmillan, 1920. \$3.25

SECTION C.—POLITICAL PARTIES AND PRACTICAL POLITICS.

14. An Introduction to Political Parties and Practical Politics. P. O. Ray. Rev. edition. New York, Scribner, 1917. \$1.80.
15. Political Parties and Party Problems. J. A. Woodburn. Rev. edition. New York, Putnam, 1914. \$3.50
16. Party Organization and Machinery. Jesse Macy. New York, Century, 1912. \$1.25

SECTION D.—ECONOMIC AND SOCIAL PROBLEMS.

17. Practical Economical Problems. Henry R. Seager. New York, Holt & Co., 1923. \$2
18. Economic Problems of Democracy. Arthur Twining Hadley. New York, Macmillan. \$1.50
19. Modern Economic Problems. Frank A. Fetter. Rev. ed. New York, Century, 1922.
20. Great American Issues. John Hays Hammond and Jeremiah W. Jenks. New York, Scribner, 1922.

The reading-course certificate, bearing the seal of the Bureau of Education and signed by the United States Commissioner of Education, will be issued to those who give satisfactory evidence of having read, carefully and intelligently, not fewer than 12 of the suggested books listed above. These 12 books must include 3 books from Section A, 5 books from Section B, 2 books from Section C, and 2 books from Section D.

Requirements.—Each person should first secure a copy each of a reading course, enrollment blank, and letter of requirements. He should then fill the blank and return it to the United States Bureau of Education, Washington, D. C. At the time that a book is begun a notification must be sent to the bureau, and when each book is completed a summary must be sent. When all summaries are received by the bureau a list of test questions will be forwarded to the reader to be answered. This last

requirement varies in the case of readers who take up the courses in groups with a leader.

The Bureau of Education does not furnish the books. If the books can not be secured from a local or State library it will be necessary for readers to buy them.

FULL LIST OF READING COURSES ISSUED BY UNITED STATES BUREAU
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Course 1. World's Great Literary Bibles.

2. Great Literature, Ancient, Medieval, and Modern.
3. Miscellaneous Reading for Parents.
4. Miscellaneous Reading for Boys.
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20. Teaching.
21. Twenty Good Books for Parents.
22. Agriculture and Country Life.
23. Architecture.
24. Citizenship and Government.

If you wish to enroll in this reading course on citizenship and government, or in any other of the courses issued by the United States Bureau of Education, fill the blank application and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name, number, and section, if any, of the

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Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.

Iowa.—O. E. Klingaman, Extension Division, University of Iowa, Iowa City, Iowa.

Kentucky.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.

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Oregon.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.

South Carolina.—Reed Smith, Extension Department, University of South Carolina, Columbia, S. C.

South Dakota.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

Utah.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.

Virginia.—Charles G. Maphis, Bureau of Extension, University of Virginia, Charlottesville, Va.

Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.

Wisconsin.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.

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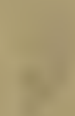


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19. Master Builders of To-day.
20. Teaching.
21. Twenty Good Books for Parents.
22. Agriculture and Country Life.
23. Architecture.
24. Citizenship and Government.
25. Pathways to Health.
26. Sixty Selected Stories for Boys and Girls.
27. Poetical Literature for Boys and Girls.

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North Dakota.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

Oklahoma.—Mrs. J. R. Dale, Secretary, Library Commission, Oklahoma City, Okla.

Oregon.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.

South Carolina.—B. L. Parkinson, Extension Department, University of South Carolina, Columbia, S. C.

South Dakota.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

Utah.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.

Virginia.—Charles G. Maphis, Bureau of Extension, University of Virginia, University, Va.

Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.

Wisconsin.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.

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PATHWAYS TO HEALTH

A READING COURSE
FOR PARENTS



By

HARRIET WEDGWOOD

ACTING CHIEF OF THE DIVISION OF PHYSICAL EDUCATION
AND SCHOOL HYGIENE
U. S. BUREAU OF EDUCATION



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON

1923

PATHWAYS TO HEALTH.

Reading Course No. 25.

Healthy, vigorous children, who will become healthy and vigorous men and women, are the most valuable asset of our Nation. Health is coming to be generally recognized as an essential and a primary objective of education.

What can the schools do to produce healthy children? They can provide healthful surroundings that will promote, not menace, the health of children. They can give instruction in matters of health and recognize the fact that instruction is of little value unless it functions in habits of healthy behavior. The schools can teach physical education in such a way that children's bodies and minds will reach a maximum of beauty and efficiency. The schools can cooperate with parents, through parent-teacher associations, in the great work of growing healthy children.

But no school, even when supplemented by parental cooperation during the school child's life, can produce physical and mental health in the school child unless the foundations for that health have been laid by the parents before the child's entrance into school.

There would be little necessity to expend time or money on remedial work that now constitutes the major part of school health work in many localities, though this in itself is worthy of consideration, if the child were made ready to enter school during the preschool period before it is too late to lay foundations of either physical or mental health.

Do you know that sound or defective teeth depend on the child's nutrition before birth and during the child's first months of life? Do you realize that the groundwork of a child's character is formed by the time he is 4 years of age? And do you also realize that the child's mental attitudes and reactions to circumstances affect his physical health and well-being?

For this reason several books concerned with the health and training of the preschool child have been included in this list of books on health, along with other books which treat of healthful schools, the child's nutrition, recreation, how to judge of the

child's physical condition, sex and health, and the community responsibility.

No attempt has been made to cover all phases of child health, nor to choose the books that seemed absolutely the best in any field; but rather to choose a few books giving recent knowledge in a form easily understood, covering a very few of the fundamentals in child health. Parents, we know, are interested in the health and well-being of their children; some are even too anxious in this respect. Few have time to read exhaustively concerning even one phase of child health. It is with the purpose of sifting a little the wide literature on this subject and choosing a few books which stress some of the more important considerations that this list has been prepared. Criticisms, comments, and further suggestions will be welcomed.

Anyone who reads 15 of the following books according to the requirements will be entitled to the certificate issued by the Bureau of Education, which bears the seal of the bureau and the signature of the Commissioner of Education. These 15 books must include 5 books from Section A; 2 from Section B; 1 from Section C; 2 from Section D, and 3 from Section F. Two more books may be chosen from any section in the course.

Before beginning to read the reader should write the United States Bureau of Education, asking for the list of books, requirements, and an enrollment blank. Fill the blank when received and return it to the Bureau of Education. At the time that a book is begun, notification should be sent to the bureau, and when each book is completed a summary should be sent. When all summaries are received by the bureau, a list of test questions will be forwarded to the reader to be answered. This last requirement varies in the case of readers who take up the courses in groups with a leader.

SECTION A.

The Preschool Child.—As pointed out above, the foundation of the school child's health must be laid in the preschool years.

1. *The Preschool Child.* By Arnold Gesell (c. 1923). Houghton Mifflin, Boston. \$1.90.
2. *The Health of the Runabout Child.* By William Palmer Lucas. 1923. Macmillan, New York. \$1.75.
3. *Child Training.* By Angelo Patri. 1922. D. Appleton, New York. \$2.
4. *Handicaps of Childhood.* By H. Addington Bruce. 1917. Dodd, Mead & Co., New York. \$2.
5. *Parenthood and Child Nurture.* By Edna Dean Baker. 1922. Macmillan, New York. \$1.50.
6. *A Nursery School Experiment.* By Harriet M. Johnson and Carmen S. Renben. 1922. New York Bureau of Educational Experiments, 144 West Thirteenth Street, New York City. \$0.75.
7. *Fundamentals of Child Study.* By E. A. Kirkpatrick. Macmillan, New York. \$1.80.

8. Mothers and Children. By Dorothy Canfield Fisher. 1919. Holt, New York. \$1.50.
9. Misunderstood Children. By Elizabeth Harrison. 1919. National Kindergarten and Elementary College, Chicago. \$1.25.
10. Your Child To-day and To-morrow. By Sidonie Matzner Gruenberg. 1920. Lippincott, Philadelphia. \$1.75.

SECTION B.

Nutrition.—A strong vigorous body can not be built without proper building material, suitably prepared for building purposes, according to the requirements of the child's body.

1. Feeding the Family. By Mary S. Rose. 1916. Macmillan, New York. \$2.40.
2. Nutrition and Growth of Children. By William R. P. Emerson. 1922. Appleton, New York. \$2.50.
3. Food, Health and Growth. By L. Emmett Holt. 1922. Macmillan, New York. \$1.50.

SECTION C.

The School Lunch.—This subject needs emphasis by itself. A better school lunch, with one hot dish in the winter (with a suitable place for eating), is important for the health of the school child.

1. School Lunches. By Caroline L. Hunt and Mabel Ward. Farmers' Bulletin 712. Reprinted 1918. Division of Publications, U. S. Department of Agriculture. Free.
2. The Lunch Hour at School. By Katharine A. Fisher. Bulletin of U. S. Bureau of Education, Health Education No. 7. 1920. Single copies free upon request addressed to the U. S. Bureau of Education. In quantity from Superintendent of Documents, Government Printing Office, Washington, D. C.—5 cents for first copy, 3 cents for each additional copy. (Contains bibliography on the school lunch.)

SECTION D.

Healthful Play and Activity.—Play and activity are necessary to child health. Certain kinds of activity and play contribute to individual child health, and to child health in the large, more than other kinds.

1. Education by Plays and Games. By George E. Johnson. 1907. Ginn & Co., Boston. \$1.44.
2. Play in Education. By Joseph Lee. 1916. Macmillan, New York. \$1.80.
3. Play and Recreation for the Open Country. By Henry S. Curtis. 1914. Ginn & Co., Boston. \$1.48.
4. Health in Play. Bulletin of the American Child Health Association, 370 Seventh Avenue, New York. 1920. 5 cents.
5. Play Life in the First Eight Years. By Luella Palmer. 1916. Ginn & Co., Boston. \$1.20.

SECTION E.

Helps in Judging the Child's Physical Condition.—Definite standards of measurements by which one may measure the physical condition of children may help to awaken some parents who have been unwittingly negligent in matters of their children's health, and to allay the fears of some others who have become unduly anxious, sometimes without sufficient cause.

1. Standards of Nutrition and Growth. By L. Emmett Holt. 1920. Bulletin of the American Child Health Association, 370 Seventh Avenue, New York City. 11 cents.
2. What is Malnutrition? By Lydia J. Roberts. 1919. Bureau publication No. 59. Department of Labor, Children's Bureau, Washington, D. C. Free.

SECTION F.

Healthful Schools.—Children should enter school in good physical condition, and if the schools are to keep children in good physical condition *they must provide the opportunity for health.* Schools will become places of healthful environment only when parents demand and provide the means for them.

1. *Healthful Schools.* By Ayres, Williams & Wood. 1918. Houghton Mifflin, Boston. \$2.25.
2. *New Schools for Old.* By Evelyn Dewey. 1919. E. P. Dutton & Co., New York. \$2.
3. *Health Essentials for Rural School Children.* By Thomas D. Wood. 1914. American Medical Association, 535 North Dearborn Street, Chicago. 10 cents.
4. *The Eyesight of School Children.* By J. H. Berkowitz. Bureau of Education, Bulletin, 1919, No. 65. Government Printing Office, Washington, D. C. 20 cents.

SECTION G.

Sex and Health.—The need to answer truthfully the questions children ask regarding sex is now being generally emphasized. The adult, acting on this advice, sometimes falls into the error of telling all he knows about the subject to a child who can not and should not be expected to understand. Only so much should be told to a child as will satisfy him at any given time. As one psychologist says, "Think of giving high-school knowledge to first-grade pupils!" A child must be given time to digest any small bit of new knowledge he acquires.

1. *The Wonderful Story of Life.* A mother's talks with her daughter regarding life and its reproduction. 1921. U. S. Public Health Service. Superintendent of Documents, Government Printing Office, Washington, D. C. 5 cents.
2. *Sex Education in the Home.* 1922. U. S. Public Health Service. Superintendent of Documents, Government Printing Office, Washington, D. C. 5 cents. Bibliography.
3. *The Biology of Sex.* By T. W. Galloway. 1915. D. C. Heath & Co., New York. \$1.24. A book for teachers and parents.
4. *The Way Life Begins.* An introduction to sex education, from the viewpoint of nature study. By Bertha Chapman Cady and Vernon Mosher Cady. 1917. American Social Hygiene Association, 105 West Fortieth Street, New York. \$1.50.
5. *A Square Deal for the Boy in Industry.* For those interested in work with boys. 1920. U. S. Public Health Service. Government Printing Office, Washington, D. C. 5 cents.

SECTION H.

Community Responsibility.

1. *The Community Health Problem.* By A. C. Burnham. Macmillan, New York. 1920. \$1.50.
2. *Children's Teeth a Community Responsibility.* By Taliaferro Clark and Harry B. Butler. U. S. Public Health Service. Superintendent of Documents, Government Printing Office, Washington, D. C. 5 cents.
3. *The New Public Health.* By Hibbert Winslow Hill. 1916. Macmillan, New York. \$1.25.

SECTION I.

Miscellaneous Books—For Reference.

1. *How to Live.* By I. Fisher and E. L. Fisk. 1919. Funk & Wagnalls, New York. \$1.50.
2. *Child Care and Child Welfare.* Bulletin No. 65, Home Economics Series No. 5, Federal Board for Vocational Education. 1921. Government Printing Office, Washington, D. C. 35 cents.
3. *Handbook of Boy Scouts of America,* New York.
4. *Scouting for Girls.* Girl Scouts, Inc., New York.

5. Towards Racial Health. By Norah March. 1915. Dutton, New York. Explains the development of the child physically, mentally, and emotionally, and shows how practical sex education can be made a part of a child's general education. \$2.50.
6. Health Education in Rural Schools. By J. Mace Andress. 1919. Houghton Mifflin, Boston. \$1.90.
7. Shackled Youth. By Edward Yeomans. The Atlantic Monthly Press, Boston. 1921. \$1.60.

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Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.

Colorado.—Elmore Peterson, Extension Division, University of Colorado, Boulder, Colo.

Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.

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Kentucky.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.

Louisiana.—J. O. Pettis, Extension Division, State Normal College, Natchitoches, La.

North Carolina.—Chester D. Snell, Extension Division, University of North Carolina, Chapel Hill, N. C.

North Dakota.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

Oregon.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.
South Carolina.—Reed Smith, Extension Department, University of South Carolina, Columbia, S. C.
South Dakota.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.
Utah.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.
Virginia.—Charles G. Maphis, Bureau of Extension, University of Virginia, Charlottesville, Va.
Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.
Wisconsin.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.



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PATHWAYS TO HEALTH

A READING COURSE
FOR PARENTS



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By

HARRIS WELCH

ACTING CHIEF OF THE DIVISION OF PHYSICAL EDUCATION
AND SCHOOL HYGIENE
U. S. BUREAU OF EDUCATION



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON

1923

PATHWAYS TO HEALTH.

Reading Course No. 25.

Healthy, vigorous children, who will become healthy and vigorous men and women, are the most valuable asset of our Nation. Health is coming to be generally recognized as an essential and a primary objective of education.

What can the schools do to produce healthy children? They can provide healthful surroundings that will promote, not menace, the health of children. They can give instruction in matters of health and recognize the fact that instruction is of little value unless it functions in habits of healthy behavior. The schools can teach physical education in such a way that children's bodies and minds will reach a maximum of beauty and efficiency. The schools can cooperate with parents, through parent-teacher associations, in the great work of growing healthy children.

But no school, even when supplemented by parental cooperation during the school child's life, can produce physical and mental health in the school child unless the foundations for that health have been laid by the parents before the child's entrance into school.

There would be little necessity to expend time or money on remedial work that now constitutes the major part of school health work in many localities, though this in itself is worthy of consideration, if the child were made ready to enter school during the preschool period before it is too late to lay foundations of either physical or mental health.

Do you know that sound or defective teeth depend on the child's nutrition before birth and during the child's first months of life? Do you realize that the groundwork of a child's character is formed by the time he is 4 years of age? And do you also realize that the child's mental attitudes and reactions to circumstances affect his physical health and well-being?

For this reason several books concerned with the health and training of the preschool child have been included in this list of books on health, along with other books which treat of healthful schools, the child's nutrition, recreation, how to judge of the

child's physical condition, sex and health, and the community responsibility.

No attempt has been made to cover all phases of child health, nor to choose the books that seemed absolutely the best in any field; but rather to choose a few books giving recent knowledge in a form easily understood, covering a very few of the fundamentals in child health. Parents, we know, are interested in the health and well-being of their children; some are even too anxious in this respect. Few have time to read exhaustively concerning even one phase of child health. It is with the purpose of sifting a little the wide literature on this subject and choosing a few books which stress some of the more important considerations that this list has been prepared. Criticisms, comments, and further suggestions will be welcomed.

Anyone who reads 15 of the following books according to the requirements will be entitled to the certificate issued by the Bureau of Education, which bears the seal of the bureau and the signature of the Commissioner of Education. These 15 books must include 5 books from Section A; 2 from Section B; 1 from Section C; 2 from Section D, and 3 from Section F. Two more books may be chosen from any section in the course.

Before beginning to read the reader should write the United States Bureau of Education, asking for the list of books, requirements, and an enrollment blank. Fill the blank when received and return it to the Bureau of Education. At the time that a book is begun, notification should be sent to the bureau, and when each book is completed a summary should be sent. When all summaries are received by the bureau, a list of test questions will be forwarded to the reader to be answered. This last requirement varies in the case of readers who take up the courses in groups with a leader.

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The Preschool Child.—As pointed out above, the foundation of the school child's health must be laid in the preschool years.

1. *The Preschool Child.* By Arnold Gesell (c. 1923). Houghton Mifflin, Boston. \$1.90.
2. *The Health of the Runabout Child.* By William Palmer Lucas. 1923. Macmillan, New York. \$1.75.
3. *Child Training.* By Angelo Patri. 1922. D. Appleton, New York. \$2.
4. *Handicaps of Childhood.* By H. Addington Bruce. 1917. Dodd, Mead & Co., New York. \$2.
5. *Parenthood and Child Nurture.* By Edna Dean Baker. 1922. Macmillan, New York. \$1.50.
6. *A Nursery School Experiment.* By Harriet M. Johnson and Carmen S. Reuben. 1922. New York Bureau of Educational Experiments, 144 West Thirteenth Street, New York City. \$0.75.
7. *Fundamentals of Child Study.* By E. A. Kirkpatrick. Macmillan, New York. \$1.80.

8. *Mothers and Children.* By Dorothy Canfield Fisher. 1919. Holt, New York. \$1.50.
9. *Misunderstood Children.* By Elizabeth Harrison. Macmillan Co., New York. \$1.25.
10. *Your Child To-day and To-morrow.* By Sidonie Matzner Gruenberg. 1920. Lippincott, Philadelphia. \$1.75.

SECTION B.

Nutrition.—A strong vigorous body can not be built without proper building material, suitably prepared for building purposes, according to the requirements of the child's body.

1. *Feeding the Family.* By Mary S. Rose. 1916. Macmillan, New York. \$2.40.
2. *Nutrition and Growth of Children.* By William R. P. Emerson. 1922. Appleton, New York. \$2.50.
3. *Food, Health and Growth.* By L. Emmett Holt. 1922. Macmillan, New York. \$1.50.

SECTION C.

The School Lunch.—This subject needs emphasis by itself. A better school lunch, with one hot dish in the winter (with a suitable place for eating), is important for the health of the school child.

1. *School Lunches.* By Caroline L. Hunt and Mabel Ward. *Farmers' Bulletin* 712. Reprinted 1918. Division of Publications, U. S. Department of Agriculture. Free.
2. *The Lunch Hour at School.* By Katharine A. Fisher. *Bulletin of U. S. Bureau of Education, Health Education No. 7.* 1920. Single copies free upon request addressed to the U. S. Bureau of Education. In quantity from Superintendent of Documents, Government Printing Office, Washington, D. C.—5 cents for first copy, 3 cents for each additional copy. (Contains bibliography on the school lunch.)

SECTION D.

Healthful Play and Activity.—Play and activity are necessary to child health. Certain kinds of activity and play contribute to individual child health, and to child health in the large, more than other kinds.

1. *Education by Plays and Games.* By George E. Johnson. 1907. Ginn & Co., Boston. \$1.44.
2. *Play in Education.* By Joseph Lee. 1916. Macmillan, New York. \$1.80.
3. *Play and Recreation for the Open Country.* By Henry S. Curtis. 1914. Ginn & Co., Boston. \$1.48.
4. *Health in Play.* *Bulletin of the American Child Health Association,* 370 Seventh Avenue, New York. 1920. 5 cents.
5. *Play Life in the First Eight Years.* By Luella Palmer. 1916. Ginn & Co., Boston. \$1.20.

SECTION E.

Helps in Judging the Child's Physical Condition.—Definite standards of measurements by which one may measure the physical condition of children may help to awaken some parents who have been unwittingly negligent in matters of their children's health, and to allay the fears of some others who have become unduly anxious, sometimes without sufficient cause.

1. *Standards of Nutrition and Growth.* By L. Emmett Holt. 1920. *Bulletin of the American Child Health Association,* 370 Seventh Avenue, New York City. 11 cents.
2. *What is Malnutrition?* By Lydia J. Roberts. 1919. Bureau publication No. 59. Department of Labor, Children's Bureau, Washington, D. C. Free.

SECTION F.

Healthful Schools.—Children should enter school in good physical condition, and if the schools are to keep children in good physical condition *they must provide the opportunity for health.* Schools will become places of healthful environment only when parents demand and provide the means for them.

1. *Healthful Schools.* By Ayres, Williams & Wood. 1918. Houghton Mifflin, Boston. \$2.25.
2. *New Schools for Old.* By Evelyn Dewey. 1919. E. P. Dutton & Co., New York. \$2.
3. *Health Essentials for Rural School Children.* By Thomas D. Wood. 1914. American Medical Association, 535 North Dearborn Street, Chicago. 10 cents.
4. *The Eyesight of School Children.* By J. H. Berkowitz. Bureau of Education, Bulletin, 1919, No. 65. Government Printing Office, Washington, D. C. 20 cents.

SECTION G.

Sex and Health.—The need to answer truthfully the questions children ask regarding sex is now being generally emphasized. The adult, acting on this advice, sometimes falls into the error of telling all he knows about the subject to a child who can not and should not be expected to understand. Only so much should be told to a child as will satisfy him at any given time. As one psychologist says, "Think of giving high-school knowledge to first-grade pupils!" A child must be given time to digest any small bit of new knowledge he acquires.

1. *The Wonderful Story of Life.* A mother's talks with her daughter regarding life and its reproduction. 1921. U. S. Public Health Service. Superintendent of Documents, Government Printing Office, Washington, D. C. 5 cents.
2. *Sex Education in the Home.* 1922. U. S. Public Health Service. Superintendent of Documents, Government Printing Office, Washington, D. C. 5 cents. Bibliography.
3. *The Biology of Sex.* By T. W. Galloway. 1915. D. C. Heath & Co., New York. \$1.24. A book for teachers and parents.
4. *The Way Life Begins.* An introduction to sex education, from the viewpoint of nature study. By Bertha Chapman Cady and Vernon Mosher Cady. 1917. American Social Hygiene Association, 105 West Fortieth Street, New York. \$1.50.
5. *A Square Deal for the Boy in Industry.* For those interested in work with boys. 1920. U. S. Public Health Service. Government Printing Office, Washington, D. C. 5 cents.

SECTION H.

Community Responsibility.

1. *The Community Health Problem.* By A. C. Burnham. Macmillan, New York. 1920. \$1.50.
2. *Children's Teeth a Community Responsibility.* By Taliaferro Clark and Harry B. Butler. U. S. Public Health Service. Superintendent of Documents, Government Printing Office, Washington, D. C. 5 cents.
3. *The New Public Health.* By Hibbert Winslow Hill. 1916. Macmillan, New York. \$1.25.

SECTION I.

Miscellaneous Books—For Reference.

1. *How to Live.* By I. Fisher and E. L. Fisk. 1919. Funk & Wagnalls, New York. \$1.50.
2. *Child Care and Child Welfare.* Bulletin No. 65, Home Economics Series No. 5, Federal Board for Vocational Education. 1921. Government Printing Office, Washington, D. C. 35 cents.
3. *Handbook of Boy Scouts of America,* New York.
4. *Scouting for Girls.* Girl Scouts, Inc., New York.

5. *Towards Racial Health.* By Norah March. 1915. Dutton, New York. Explains the development of the child physically, mentally, and emotionally, and shows how practical sex education can be made a part of a child's general education. \$2.50.
6. *Health Education in Rural Schools.* By J. Mace Andress. 1919. Houghton Mifflin, Boston. \$1.90.
7. *Shackled Youth.* By Edward Yeomans. The Atlantic Monthly Press. Boston. 1921. \$1.60.

The Bureau of Education does not furnish the books. If the books can not be secured from a local or State Library, it will be necessary for readers to buy them.

FULL LIST OF READING COURSES ISSUED BY UNITED STATES BUREAU OF EDUCATION.

- Course*
1. World's Great Literary Bibles.
 2. Great Literature, Ancient, Medieval, and Modern.
 3. Miscellaneous Reading for Parents.
 4. Miscellaneous Reading for Boys.
 5. Miscellaneous Reading for Girls.
 6. Thirty Books of Great Fiction.
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 14. Iron and Steel.
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- South Dakota.*—John C. Tjaden, Extension Division, University of South Dakota, Vermillion, S. Dak.
- Utah.*—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.
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PATHWAYS TO HEALTH

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A READING COURSE UNIVERSITY OF ILLINOIS
FOR PARENTS



By

HARRIET WEDGWOOD

ACTING CHIEF OF THE DIVISION OF PHYSICAL EDUCATION
AND SCHOOL HYGIENE
U. S. BUREAU OF EDUCATION



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON

1926

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5. *Play Life in the First Eight Years.* By Luella Palmer. 1916. Ginn & Co., Boston. \$1.20.

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2. *What is Malnutrition?* By Lydia J. Roberts. 1919. Bureau publication No. 59. Department of Labor, Children's Bureau, Washington, D. C. Free.

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2. *New Schools for Old.* By Evelyn Dewey. 1919. E. P. Dutton & Co., New York. \$2.
3. *Health Essentials for Rural School Children.* By Thomas D. Wood. 1914. American Medical Association, 535 North Dearborn Street, Chicago. 10 cents.
4. *The Eyesight of School Children.* By J. H. Berkowitz. Bureau of Education, Bulletin, 1919, No. 65. Government Printing Office, Washington, D. C. 20 cents.

SECTION G.

Sex and Health.—The need to answer truthfully the questions children ask regarding sex is now being generally emphasized. The adult, acting on this advice, sometimes falls into the error of telling all he knows about the subject to a child who can not and should not be expected to understand. Only so much should be told to a child as will satisfy him at any given time. As one psychologist says, "Think of giving high-school knowledge to first-grade pupils!" A child must be given time to digest any small bit of new knowledge he acquires.

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3. *The New Public Health.* By Hibbert Winslow Hill. 1916. Macmillan, New York. \$1.25.

SECTION I.

Miscellaneous Books—For Reference.

1. *How to Live.* By I. Fisher and E. L. Fisk. 1919. Funk & Wagnalls, New York. \$1.50.
2. *Child Care and Child Welfare.* Bulletin No. 65, Home Economics Series No. 5, Federal Board for Vocational Education. 1921. Government Printing Office, Washington, D. C. 35 cents.
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5. Towards Racial Health. By Norah March. 1915. Dutton, New York. Explains the development of the child physically, mentally, and emotionally, and shows how practical sex education can be made a part of a child's general education. \$2.50.
6. Health Education in Rural Schools. By J. Mace Address. 1919. Houghton Mifflin, Boston. \$1.90.
7. Shackled Youth. By Edward Yeomans. The Atlantic Monthly Press, Boston. 1921. \$1.60.

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 4. Miscellaneous Reading for Boys.
 5. Miscellaneous Reading for Girls.
 6. Thirty Books of Great Fiction.
 7. Thirty World Heroes.
 8. American Literature.
 9. Thirty American Heroes.
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 11. France and Her History.
 12. Heroes of American Democracy.
 13. The Call of Blue Waters.
 14. Iron and Steel.
 15. Shipbuilding.
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 18. Reading Course on Dante.
 19. Master Builders of To-day.
 20. Teaching.
 21. Twenty Good Books for Parents.
 22. Agriculture and Country Life.
 23. Architecture.
 24. Citizenship and Government.
 25. Pathways to Health.
 26. Sixty Selected Stories for Boys and Girls.
 27. Poetical Literature for Boys and Girls.
 28. Kindergarten Ideals in the Home and School.
 29. The Pre-School Child.
 30. Forty Books for Boys and Girls.

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Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.

Colorado.—Elmore Petersen, Extension Division, University of Colorado, Boulder, Colo.

Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.

Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.

Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.

Kansas.—Harriet M. Stevenson, Extension Division, University of Kansas, Lawrence, Kans.

- Kentucky*.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.
- Louisiana*.—J. O. Pettiss, Extension Division, State Normal College, Natchitoches, La.
- North Carolina*.—Chester D. Snell, Extension Division, University of North Carolina, Chapel Hill, N. C.
- North Dakota*.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.
- Oklahoma*.—Mrs. J. R. Dale, secretary Oklahoma Library Commission, Oklahoma City, Okla.
- Oregon*.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.
- South Carolina*.—B. L. Parkinson, Extension Department, University of South Carolina, Columbia, S. C.
- South Dakota*.—Garrett Breckenridge, Extension Division, University of South Dakota, Vermilion, S. Dak.
- Utah*.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.
- Virginia*.—Charles G. Maphis, Division of Extension, University of Virginia, University, Va.
- Washington*.—F. F. Nalder, Extension Division, State College, Pullman, Wash.
- Wisconsin*.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.



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SIXTY SELECTED STORIES FOR BOYS AND GIRLS

By FLORENCE C. FOX

SPECIALIST IN EDUCATIONAL SYSTEMS
U. S. BUREAU OF EDUCATION



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

WASHINGTON

1924

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SIXTY SELECTED STORIES FOR BOYS AND GIRLS.¹

Reading Course No. 26—Grades I to VI.

THE JOY OF READING.

“Everywhere have I sought peace,” says Thomas à Kempis, “and have found it nowhere, save in a corner with a book.” These words, spoken in the thirteenth century, express to-day the ultimate purpose of these courses in reading.

The books listed here are largely fiction, yet they completely cover, in this form, the fields of science, civics, history, and ethics. In these books the boys and girls in elementary schools may find their problems in nature study discussed by master minds; they may gain a new and interesting point of view of times and peoples past and present; and they may be led to understand more clearly their social relationships and their ethical responsibilities. But, however lasting these impressions may become through this present reading, they will have formed, as well, for later years a reading habit, and will testify, as did the philosopher of old, to the peace and joy which come to one who finds a quiet corner and a book.

¹ Picture on cover by courtesy of the Children's Book Week Committee, of New York City.

There are three sections to Reading Course No. 26. These sections are intended for the home reading of the boys and girls in the first six grades of school. A certificate bearing the seal of the United States Bureau of Education will be issued to any one who completes a section of this course within one year of the date of enrollment according to requirements.

REQUIREMENTS.

FOR SECTION I (GRADES 1 AND 2).

Notify the Bureau of Education when each book is begun. These stories should be read to the children of the first and second grades, and the children's observations and pleasure should be noted. As soon as the children can read the books for themselves they should do so. It is required that two books in each group in Section I, which is for grades 1 and 2, and nine other books be chosen from any group, making 15 books to be read. These must be read to the children within one year of the date of enrollment. The children's observations should be reported to the bureau after the completion of each book, and when all these reports are submitted the bureau will send a few general questions to be answered by the children.

FOR SECTION II (GRADES 3 AND 4).

Readers should notify the Bureau of Education when each book is begun, and when it is finished send a brief statement of the essential features of the story. For this section two books must be selected from each group, and nine other books may be chosen from any group, making 15 books to be read. Some general questions will be issued by the bureau when all statements have been submitted.

FOR SECTION III (GRADES 5 AND 6).

Same requirements as section 2.

Section I (Grades 1 and 2).

GROUP A. HISTORY AND BIOGRAPHY.

1. Around the World. Book 4. Edited by Clarence F. Carroll. Silver, Burdett & Co., Boston.
2. The Cave Twins. By Lucy Fitch Perkins. Houghton Mifflin Co., Boston.

This book tells of the adventures of Firetop and Firefly, who lived in England in the stone age.

3. Hiawatha Primer. By Florence Holbrook. Houghton Mifflin Co., Boston.

The story of Hiawatha in prose and verse.

4. Mary Ann's Little Indian and Other True Stories. By Frances Margaret Fox. Flanagan, Chicago.

True stories of little pioneer boys and girls.

5. Memoirs of a London Doll. By Mrs. Fairstar. Macmillan, New York.

How a little doll was made and where she lived.

GROUP B. CIVICS, CITIZENSHIP, AND ETHICS.

1. Lazy Matilda and Other Tales. By Katherine Pyle. Dutton, New York.

Tells about Lazy Matilda, the Witch and the Truant Boys, about Daddy Crane, Envious Eliza, The Nixie, Mischievous Jane, and about other interesting people.

2. The Little Mother Goose. Illustrated by Jessie Wilcox Smith. Dodd, Mead & Co., New York.

Tells of the 20 verses liked the best.

3. Pinocchio; the Adventures of a Marionette. By Carol Collodi. Dutton, New York.

A favorite humor story about a marionette who became a real boy.

4. The Story of Peter Pan. Macmillan, New York.

5. Stories to Tell the Little Ones. By Sara Cone Bryant. Houghton Mifflin Co., Boston.

A collection of stories, finger plays, and songs that are most popular with little children.

6. **Toby Tyler or Ten Weeks With a Circus.** By James Otis. Harper, New York.

Toby Tyler, 10 years old, runs away to a circus. The story is full of humorous situations.

7. **The Wonderful Wizard of Oz.** By L. Frank Baum. Reilly & Lee, Chicago.

A story written solely to please the children of to-day.

GROUP C. SCIENCE.

1. **The Boy Adventurers in the Land of El Dorado.** By A. Hyatt Verrill. Putnam, New York.

"The Indians, the animal life, the discoveries—one glories in it all."

2. **Fanciful Tales.** By Frank R. Stockton. Scribner, New York.
Modern fairy tales.

3. **Here and Now Story Book. Two to Seven-Year Olds.** By Lucy S. Mitchell. Dutton, New York. Illustrated.

Experimental stories written for the children of the city and country schools (formerly the play school) and the nursery school of the Bureau of Educational Experiments.

4. **Peter Rabbit Series.** By Beatrix Potter. Warne, New York.

This series includes Benjamin Bunny; The Tailor of Gloucester; Two Bad Mice; Squirrel Nutkin; Mrs. Tiggy Winkle; Tain Kitten, and others.

5. **The Wonder Clock.** By Howard Pyle. Harper, New York.

"I put on my dream cap and stepped into Wonderland."

6. **Youngsters.** By Burges Johnson. Dutton, New York.

From a child's point of view.

Section II (Grades 3 and 4).

GROUP A. HISTORY AND BIOGRAPHY.

1. **Heroes of Everyday Life.** By Fanny E. Coe. Ginn, New York.

"In the mine or city trench, at the telegraph wire, fully as often as upon the battlefield, comes the sudden test that tries a man's soul and marks him hero or brands him coward to his dying day."

2. **The Hoosier Schoolboy.** By Edward Eggleston. Scribner, New York.

Boys' adventures in school and out.

3. *The Life of Abraham Lincoln, for Boys and Girls.* By Charles W. Moores. Houghton Mifflin Co., Boston.

To give to children an understanding of his great life, an appreciation of the simplicity and purity of his literary style, and a love of the man has been the purpose of this little book.

4. *Longfellow's the Song of Hiawatha.* Introduction and Notes by Edward Everett Hale, jr. Newson, New York.
5. *Robin Hood and his Merry Outlaws.* By J. Walker McSpadden. Crowell, New York.

These stories are woven into a continuous epic of the famous outlaw's career from boyhood to the grave.

6. *Washington, The Young Leader.* By George Williams. Scribner, New York.

This is the story of the real life of the out-of-doors, of training in woodcraft, of strength and vigor, of courage and endurance, of service and sacrifice for others, of that practice and precept, of George Washington.

7. *A Wonder Book and Tanglewood Tales, for Boys and Girls.* By Nathaniel Hawthorne. With Pictures by Maxfield Parrish. Duffield, New York.

"No epoch of time can claim a copyright in these immortal fables. They seem never to have been made; and certainly, so long as man exists, they can never perish."

GROUP B. CIVICS, CITIZENSHIP, AND ETHICS.

1. *Adventures of Tom Sawyer.* By Mark Twain. Harper, New York.

The story of a very natural boy who has a large imagination and a nimble wit.

2. *Alice's Adventures in Wonderland, and Through the Looking Glass and What Alice Found There.* By Lewis Carroll. Macmillan, New York.

Alice is the perpetual friend of childhood and of those who keep the spirit of childhood.

3. *The Bird's Christmas Carol.* By Kate Douglas Wiggin. Houghton Mifflin Co., Boston.

The story of a little girl who brought joy into the world.

4. *The Golden Staircase.* By Louey Chisholm. Putnam, New York.

Twenty poems liked the best.

5. *Juan and Juanita.* By Frances C. Baylor. Houghton Mifflin Co., Boston.

The adventures of two Mexican children, who were carried away by Indians, and how they escaped and found their way home.

6. *The Secret of the Clan.* By Alice Brown. Macmillan, New York.

Four girls, three sisters and their cousin, make up the clan. Their secret nearly causes a misunderstanding with the beloved grandmother with whom they live.

7. *Treasure Island.* By Robert Louis Stevenson. Scribner, New York.

A story of pirates, and of a boy's exciting search for a lost treasure buried on a lone island in the Atlantic Ocean.

GROUP C. SCIENCE.

1. *Friends and Helpers.* By Sarah J. Eddy. Ginn, Boston.

Stories of famous animals and what they did.

2. *The Jungle Book.* By Rudyard Kipling. Century, New York.

The famous animal stories which tell about Mowgli, a man child, who was adopted by a wolf family and grew up with the wild beasts.

3. *Just So Stories.* By Rudyard Kipling. Century, New York.

"These 'O Best Beloved,' are some of the Just So Stories from the High and Far Off Times when everybody started fair."

4. *Nature's Craftsmen.* By Inez N. McFee. Crowell, New York.

An effort to make us human folks acquainted with some of Nature's toilers—the builders, engineers, mechanics, and professionals—who do things quite as wonderful in their own way as the best that man can produce.

5. *The Star People.* By Gaylord Johnson. Macmillan, New York.

"Uncle Henry and the Society of Star Gazers" have made a book that uncles and aunts and parents and children will find great fun.

6. *The Strange Adventures of a Pebble.* By Hallam Hawthorth. Author of "The Adventures of a Grain of Dust." Scribner, New York.

The purpose is to present the chief features in the strange story of the pebbles; and so of the larger pebble we call the earth.

Section III (Grades 5 and 6).

GROUP A. HISTORY AND BIOGRAPHY.

1. Boone of the Wilderness. By Daniel Henderson. Dutton, New York.

A tale of pioneer adventure and achievement in "The Dark and Bloody Ground." This book has for its hero Daniel Boone, the most adventurous character in America's early border history.

2. A Book of Escapes and Hurried Journeys. By John Buchan. Houghton Mifflin Co., New York.

"Each flight, or escape, or hurried journey, or mad, brave, reckless venture, is strictly true and taken from history."

3. Boy Scouts' Life of Lincoln. By Ida M. Tarbell. Macmillan, New York.

The Boy Scouts call this a bully yarn. It was written for them and for every boy and every girl who loves to read about the life of Abraham Lincoln.

4. Gulliver's Travels. By Jonathan Swift. With colored illustrations by Arthur Rackham. Dutton, New York.

Voyages to mythical countries where giants and pygmies dwell.

5. Jungle Roads and Other Trails. By Daniel Henderson. Dutton, New York.

A life of the Roosevelt whom American boys admire, the hunter, explorer, naturalist, as well as President, young at heart, resourceful, fair and square in work and play.

6. Men of Iron. By Howard Pyle. Harper, New York.

Myles Falworth, the hero of this story of fourteenth century chivalry in England, is the son of a great lord of fallen fortune. He early learns the duties of knighthood and restores his father's estates.

7. A Perfect Tribute. By M. R. S. Andrews. Scribner, New York.

A touching incident in the life of Abraham Lincoln.

8. Some Forgotten Heroes and Their Place in American History. By E. Alexander Powell. Scribner, New York.

A tribute to some men who have been forgotten. Though they won for us more than half the territory within our present borders, they lie for the most part in obscure and neglected graves, some of them under alien skies, their amazing exploits all too often unperpetuated in bronze or stone. Although their names hold small significance for their countrymen of the present generation, yet they played great parts in our national drama.

9. *The Story of Christopher Columbus.* By Charles W. Moores. Houghton Mifflin Co., New York.

The Italian dreamer whom the heavenly vision led into a new world remains one of the greatest of men because of the greatness of his faith.

GROUP B. CIVICS, CITIZENSHIP, AND ETHICS.

1. *The Boy Scouts of Birch Bark Island.* By Rupert S. Holland. Lippincott, Philadelphia.

A highly interesting story of a Boy Scout's summer camp.

2. *Captains Courageous.* By Rudyard Kipling. Century, New York.

The story of a rich man's son who fell overboard from an ocean steamer and was picked up by a fishing dory off the Grand Banks; and how the sturdy fishermen made a man of him.

3. *Community Hygiene.* By Woods Hutchinson. Houghton Mifflin Co., New York.

When children make up their minds that a certain line of hygienic conduct is right and proper, the community is bound to be influenced in that direction.

4. *The Dark Frigate.* By William B. Hawes. Atlantic Monthly Press, Boston.

A story of English pirates of the seventeenth century, plying their trade chiefly in the Carribean.

5. *A Dutch Boy Fifty Years After.* By Edward Bok. Scribner, New York.

Adapted from the Americanization of Edward Bok. Tells the story of a Dutch boy in the American school; his earnest efforts to help his parents; his personal contact with the great men of his boyhood; his journalistic and literary experiences; his widespread influence as editor; and a vision of what he still hopes to accomplish for the land of his adoption.

6. *Theodore Roosevelt's Letters to His Children.* Edited by Joseph B. Bishop. Scribner, New York.

The unconscious portraiture of a great father's devotion to his children.

7. *Up From Slavery.* By Booker T. Washington. Doubleday, Page & Co., New York.

"I have tried," says the author, "to tell a simple, straightforward story."

8. Won for the Fleet; a Story of Annapolis. By Lieutenant-Commander Fitzhugh Green, U. S. N. Illustrated by John D. Whiting. Dutton, New York.

A tale of adventure, true to the midshipman's life, by one who has lived it and loved it.

GROUP C. SCIENCE.

1. Black Beauty. By Anna Sewell. Dutton, New York.

The life of a horse as told by himself.

2. The Boys' Own Book of Great Inventions. By Floyd L. Darrow. Macmillan, New York.

Applies the principles involved in great inventions to simple apparatus which the boy can construct for himself.

3. Boy Scouts in Glacier Park. By Walter P. Eaton. Wilde, Boston.

A sick boy's recovery in a Boy Scout's Rocky Mountain camp.

4. Far Away and Long Ago. By W. H. Hudson. Dutton, New York.

Childhood and youth spent in the wide spaces of South America.

5. Kari, the Elephant. By Dhan Gopal Mukerji. Illustrated by J. E. Allen. Dutton, New York.

The story of the elephant Kari and his growth and adventures from the time that he was six months old.

6. Lad, a Dog. By Albert P. Terhune. Dutton, New York.

The story of the life and death of "Sunnybank Lad," the author's famous collie, so well known for his intelligence, courage, and devotion.

7. Wild Animals at Home. By Ernest Thompson Seton. Doubleday, Page & Co., New York.

The open sesame to the home life of wild things.

The Bureau of Education does not furnish the books. If the books can not be secured from a local or State library it will be necessary for readers to buy them.

FULL LIST OF READING COURSES ISSUED BY UNITED STATES BUREAU OF EDUCATION.

- | | |
|--|---|
| 1. World's Great Literary Bibles. | 15. Shipbuilding. |
| 2. Great Literature, Ancient, Medi-
eval, and Modern. | 16. Machine Shop Work. |
| 3. Miscellaneous Reading for Par-
ents. | 17. Foreign Trade. |
| 4. Miscellaneous Reading for Boys. | 18. Reading Course on Dante. |
| 5. Miscellaneous Reading for Girls. | 19. Master Builders of To-day. |
| 6. Thirty Books of Great Fiction. | 20. Teaching. |
| 7. Thirty World Heroes. | 21. Twenty Good Books for Parents. |
| 8. American Literature. | 22. Agriculture and Country Life. |
| 9. Thirty American Heroes. | 23. Architecture. |
| 10. American History. | 24. Citizenship and Government. |
| 11. France and Her History. | 25. Health. |
| 12. Heroes of American Democracy. | 26. Sixty Selected Stories for Boys
and Girls. |
| 13. The Call of Blue Waters. | 27. Poetical Literature for Boys
and Girls. |
| 14. Iron and Steel. | |

If you wish to enroll in any of the reading courses issued by the United States Bureau of Education, fill the blank application and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name, number, and section, if any, of the course desired. If you live in any one of the following States, instead of returning the application to the Bureau of Education, send it to the address given for your State:

- Arizona*.—A. O. Neal, Extension Division, University of Arizona, Tucson, Ariz.
- Arkansas*.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.
- Colorado*.—Elmore Peterson, Extension Division, University of Colorado, Boulder, Colo.
- Hawaii*.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.
- Indiana*.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.
- Iowa*.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.
- Kentucky*.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.
- Louisiana*.—J. O. Pettiss, Extension Division, State Normal College, Natchitoches, La.
- North Carolina*.—Chester D. Snell, Extension Division, University of North Carolina, Chapel Hill, N. C.
- North Dakota*.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.
- Oklahoma*.—Mrs. J. R. Dale, Oklahoma Library Commission, State Capitol, Oklahoma City, Okla.

- Oregon*.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.
- South Carolina*.—Reed Smith, Extension Department, University of South Carolina, Columbia, S. C.
- South Dakota*.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.
- Utah*.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.
- Virginia*.—Charles G. Maphis, Division of Extension, University, Va.
- Washington*.—F. F. Nalder, Extension Division, State College, Pullman, Wash.
- Wisconsin*.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.

PUBLISHERS' GUIDE.

- American Book Co., Washington Square, New York, N. Y.
- Atlantic Monthly Press, 8 Arlington Street, Boston, Mass.
- Century Co., 353 Fourth Avenue, New York, N. Y.
- T. Y. Crowell Co., 426 West Broadway, New York, N. Y.
- Dodd, Mead & Co., 443 Fourth Avenue, New York, N. Y.
- Doubleday, Page & Co., Garden City, New York, N. Y.
- Duffield & Co., 211 East 19th Street, New York, N. Y.
- E. P. Dutton & Co., 681 Fifth Avenue, New York, N. Y.
- A. Flanagan Co., 421 South Laflin Street, Chicago, Ill.
- Ginn & Co., 15 Ashburton Place, Boston, Mass.
- Harper Bros., Franklin Square, New York, N. Y.
- Houghton Mifflin Co., Park Street, Boston 8, Mass.
- J. B. Lippincott Co., East Washington Square, Philadelphia, Pa.
- The Macmillan Co., 66 Fifth Avenue, New York, N. Y.
- Newson & Co., 73 Fifth Avenue, New York, N. Y.
- G. P. Putnam's Sons, 2 West Forty-fifth Street, New York, N. Y.
- Reilly & Lee, 1006 South Michigan Avenue, Chicago, Ill.
- Chas. Scribner's Sons, 597 Fifth Avenue, New York, N. Y.
- Silver, Burdett & Co., 41 Union Square, West, New York, N. Y.
- Frederick Warne & Co., 26 East Twenty-second Street, New York, N. Y.
- W. A. Wilde Co., 120 Boylston Street, Boston, Mass.

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SIXTY SELECTED STORIES FOR BOYS AND GIRLS

By FLORENCE C. FOX

SPECIALIST IN EDUCATIONAL SYSTEMS
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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
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SIXTY SELECTED STORIES FOR BOYS AND GIRLS¹

READING COURSE No. 26

THE JOY OF READING

“Everywhere have I sought peace,” says Thomas à Kempis, “and have found it nowhere, save in a corner with a book.” These words, spoken in the thirteenth century, express to-day the ultimate purpose of these courses in reading.

The books listed here are largely fiction, yet they cover to a certain extent the fields of science, civics, history, and ethics. Many of them are chosen because they lie outside the usual lists offered for children's reading; but all have been tested by many readers, old and young, and bear the stamp of their approval. In these books the boys and girls in elementary schools may find their problems discussed. They may gain a new and interesting point of view of times and peoples past and present and they may be led to understand more clearly their social relationships and their ethical responsibilities. But, however lasting these impressions may become through this present reading, they will have formed as well for later years a reading habit and will testify, as did the philosopher of old, to the peace and joy which come to one who finds a quiet corner and a book.

¹ Picture on cover by courtesy of the Children's Book Week Committee, New York City.

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Notify the Bureau of Education when each book is begun. Stories for children of the first and second grades are to be read to the children at first, and the children's observations and pleasure should be noted. As soon as the children can read the books for themselves they should do so. The children's observations should be reported to the bureau after the completion of each book, and when all these reports are submitted the bureau will send a few general questions to be answered by the children.

Children who read the books for themselves should notify the Bureau of Education when each book is begun, and when it is finished send a brief statement of the essential features of the story.

PART I

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2. The Cave Twins. By Lucy Fitch Perkins. Houghton Mifflin Co., Boston.

This book tells of the adventures of Firetop and Firefly, who lived in England in the stone age.

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The story of Hiawatha in prose and verse.

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True stories of little pioneer boys and girls.

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How a little doll was made and where she lived.

6. *Lazy Matilda and Other Tales.* By Katherine Pyle. Dutton, New York.

Tells about Lazy Matilda, the Witch and the Truant Boys, about Daddy Crane, Envious Eliza, The Nixie, Mischievous Jane, and about other interesting people.

7. *The Little Mother Goose.* Illustrated by Jessie Wilcox Smith. Dodd, Mead & Co., New York.

Tells of the 20 verses liked the best.

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A favorite humor story about a marionette who became a real boy.

9. *The Story of Peter Pan.* Macmillan, New York.

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A collection of stories, finger plays, and songs that are most popular with little children.

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Toby Tyler, 10 years old, runs away to a circus. The story is full of humorous situations.

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Modern fairy tales.

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Experimental stories written for the children of the city and country schools (formerly the play school) and the nursery school of the Bureau of Educational Experiments.

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"I put on my dream cap and stepped into Wonderland."

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These stories are woven into a continuous epic of the famous outlaw's career from boyhood to the grave.

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Alice is the perpetual friend of childhood and of those who keep the spirit of childhood.

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The story of a little girl who brought joy into the world.

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Twenty poems liked the best.

25. *Uncle Remus Stories.* By Joel Chandler Harris. Public School Publishing Co., Bloomington, Ill.

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The adventures of two Mexican children, who were carried away by Indians, and how they escaped and found their way home.

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The famous animal stories which tell about Mowgli, a man child, who was adopted by a wolf family and grew up with the wild beasts.

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6. **Men of Iron.** By Howard Pyle. Harper, New York.

Myles Falworth, the hero of this story of fourteenth century chivalry in England, is the son of a great lord of fallen fortune. He early learns the duties of knighthood and restores his father's estates.

7. **A Perfect Tribute.** By M. R. S. Andrews. Scribner, New York.

A touching incident in the life of Abraham Lincoln.

8. **Some Forgotten Heroes and Their Place in American History.** By E. Alexander Powell. Scribner, New York.

A tribute to some men who have been forgotten. Though they won for us more than half the territory within our present borders, they lie for the most part in obscure and neglected graves, some of them under alien skies, their amazing exploits all too often unperpetuated in bronze or stone. Although their names hold small significance for their countrymen of the present generation, yet they played great parts in our national drama.

9. **The Story of Christopher Columbus.** By Charles W. Moores. Houghton Mifflin Co., New York.

The Italian dreamer whom the heavenly vision led into a new world remains one of the greatest of men because of the greatness of his faith.

10. **The Boy Scouts of Birch Bark Island.** By Rupert S. Holland. Lippincott, Philadelphia.

A highly interesting story of a Boy Scout's summer camp.

11. **Captains Courageous.** By Rudyard Kipling. Doubleday, Page & Co., New York.

The story of a rich man's son who fell overboard from an ocean steamer and was picked up by a fishing dory off the Grand Banks; and how the sturdy fishermen made a man of him.

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When children make up their minds that a certain line of hygienic conduct is right and proper, the community is bound to be influenced in that direction.

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A story of English pirates of the seventeenth century, plying their trade chiefly in the Caribbean.

14. **A Dutch Boy Fifty Years After.** By Edward Bok. Scribner, New York.

Adapted from the Americanization of Edward Bok. Tells the story of a Dutch boy in the American school; his earnest efforts to help his parents; his personal contact with the great men of his boyhood; his journalistic and literary experiences; his widespread influence as editor; and a vision of what he still hopes to accomplish for the land of his adoption.

15. **Theodore Roosevelt's Letters to His Children.** Edited by Joseph B. Bishop. Scribner, New York.

The unconscious portraiture of a great father's devotion to his children.

16. **Up From Slavery.** By Booker T. Washington. Doubleday, Page & Co., New York.

"I have tried," says the author, "to tell a simple, straightforward story."

17. **Won for the Fleet; a Story of Annapolis.** By Lieutenant-Commander Fitzhugh Green, U. S. N. Illustrated by John D. Whiting. Dutton, New York.

A tale of adventure, true to the midshipman's life, by one who has lived it and loved it.

18. **Black Beauty.** By Anna Sewall. Dutton, New York.

The life of a horse as told by himself.

19. **The Boys' Own Book of Great Inventions.** By Floyd L. Darrow. Macmillan, New York.

Applies the principles involved in great inventions to simple apparatus which the boy can construct for himself.

20. **Boy Scouts in Glacier Park.** By Walter P. Eaton. Wilde, Boston.

A sick boy's recovery in a Boy Scout's Rocky Mountain camp.

21. **Far Away and Long Ago.** By W. H. Hudson. Dutton, New York.

Childhood and youth spent in the wide spaces of South America.

22. **Kari, the Elephant.** By Dhan Gopal Mukerji. Illustrated by J. E. Allen. Dutton, New York.

The story of the elephant Kari and his growth and adventures from the time that he was six months old.

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The story of the life and death of "Sunnybank Lad," the author's famous collie, so well known for his intelligence, courage, and devotion.

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The open sesame to the home life of wild things.

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FULL LIST OF READING COURSES ISSUED BY UNITED STATES BUREAU OF EDUCATION

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| 12. Heroes of American Democracy. | 23. Architecture. |
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| 14. Iron and Steel. | 25. Health. |
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and Girls. |
| 16. Machine Shop Work. | 27. Poetical Literature for Boys
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| 17. Foreign Trade. | 28. Kindergarten Ideals in Home
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| 18. Reading Course on Dante. | 29. The Pre-School Child. |
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Chas. Scribner's Sons, 597 Fifth Avenue, New York, N. Y.

Silver, Burdett & Co., 41 Union Square, West, New York, N. Y.

Frederick Warne & Co., 26 East Twenty-second Street, New York, N. Y.

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SIXTY SELECTED STORIES FOR BOYS AND GIRLS

By FLORENCE C. FOX

SPECIALIST IN EDUCATIONAL SYSTEMS
U. S. BUREAU OF EDUCATION



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON

1927

SIXTY SELECTED STORIES FOR BOYS AND GIRLS¹

READING COURSE No. 26

THE JOY OF READING

“Everywhere have I sought peace,” says Thomas à Kempis, “and have found it nowhere, save in a corner with a book.” These words, spoken in the thirteenth century, express to-day the ultimate purpose of these courses in reading.

The books listed here are largely fiction, yet they cover to a certain extent the fields of science, civics, history, and ethics. Many of them are chosen because they lie outside the usual lists offered for children’s reading; but all have been tested by many readers, old and young, and bear the stamp of their approval. In these books the boys and girls in elementary schools may find their problems discussed. They may gain a new and interesting point of view of times and peoples past and present and they may be led to understand more clearly their social relationships and their ethical responsibilities. But, however lasting these impressions may become through this present reading, they will have formed as well for later years a reading habit and will testify, as did the philosopher of old, to the peace and joy which come to one who finds a quiet corner and a book.

¹ Picture on cover by courtesy of the Children’s Book Week Committee, New York City.

There are two parts to Reading Course No. 26. The books in this course are intended for the home reading of the boys and girls in the first six grades of school. A certificate bearing the seal of the United States Bureau of Education will be issued to anyone who completes 15 books in either Part I or Part II of this course within one year of the date of enrollment, according to requirements.

Readers should notify the Bureau of Education when each book is begun, and when it is finished send a brief statement of the essential features of the story.

PART I

1. Around the World. Book 1 or 2. Edited by Clarence F. Carroll. Silver, Burdett & Co., Boston.
2. The Cave Twins. By Lucy Fitch Perkins. Houghton Mifflin Co., Boston.

This book tells of the adventures of Firetop and Firefly, who lived in England in the stone age.

3. Hiawatha Primer. By Florence Holbrook. Houghton Mifflin Co., Boston.

The story of Hiawatha in prose and verse.

4. Mary Ann's Little Indian and Other True Stories. By Frances Margaret Fox. Flanagan, Chicago.

True stories of little pioneer boys and girls.

5. Memoirs of a London Doll. By Mrs. Fairstar. Macmillan, New York.

How a little doll was made and where she lived.

6. Lazy Matilda and Other Tales. By Katherine Pyle. Dutton, New York.

Tells about Lazy Matilda, the Witch and the Truant Boys, about Daddy Crane, Envious Eliza, The Nixie, Mischievous Jane, and about other interesting people.

7. The Little Mother Goose. Illustrated by Jessie Wilcox Smith. Dodd, Mead & Co., New York.

Tells of the 20 verses liked the best.

8. Pinocchio; the Adventures of a Marionette. By Carol Collodi. Dutton, New York.

A favorite humor story about a marionette who became a real boy.

9. The Story of Peter Pan. Macmillan, New York.

10. Stories to Tell the Little Ones. By Sarah Cone Bryant. Houghton Mifflin Co., Boston.

A collection of stories, finger plays, and songs that are most popular with little children.

11. Toby Tyler or Ten Weeks With a Circus. By James Otis. Harper, New York.

Toby Tyler, 10 years old, runs away to a circus. The story is full of humorous situations.

12. Fanciful Tales. By Frank R. Stockton. Scribner, New York.

Modern fairy tales.

13. Here and Now Story Book. Two to Seven-Year Olds. By Lucy S. Mitchell. Dutton, New York. Illustrated.

Experimental stories written for the children of the city and country schools (formerly the play school) and the nursery school of the Bureau of Educational Experiments.

14. Peter Rabbit Series. By Beatrix Potter. Warne, New York.

This series includes Benjamin Bunny; The Tailor of Gloucester; Two Bad Mice; Squirrel Nutkin; Mrs. Tiggy Winkle; Tain Kitten, and others.

15. The Wonder Clock. By Howard Pyle. Harper, New York.

"I put on my dream cap and stepped into Wonderland."

16. *Heroes of Everyday Life.* By Fanny E. Coe. Ginn, New York.

"In the mine or city trench, at the telegraph wire, fully as often as upon the battlefield, comes the sudden test that tries a man's soul and marks him hero or brands him coward to his dying day."

17. *The Hoosier Schoolboy.* By Edward Eggleston. Scribner, New York.

Boys' adventures in school and out.

18. *Longfellow's the Song of Hiawatha.* Introduction and Notes by Edward Everett Hale, jr. Newson, New York.

19. *Robin Hood and His Merry Outlaws.* By J. Walker McSpadden. Crowell, New York.

These stories are woven into a continuous epic of the famous outlaw's career from boyhood to the grave.

20. *Washington, the Young Leader.* By George William Gerwig. Scribner, New York.

This is the story of the real life of the out-of-doors, of training in woodcraft, of strength and vigor, of courage and endurance, of service and sacrifice for others, of that practice and precept, of George Washington.

21. *A Wonder Book and Tanglewood Tales, for Boys and Girls.* By Nathaniel Hawthorne. With Pictures by Maxfield Parrish. Duffield, New York.

"No epoch of time can claim a copyright in these immortal fables. They seem never to have been made; and certainly, so long as man exists, they can never perish."

22. *Alice's Adventures in Wonderland, and Through the Looking Glass, and What Alice Found There.* By Lewis Carroll. Macmillan, New York.

Alice is the perpetual friend of childhood and of those who keep the spirit of childhood.

23. *The Bird's Christmas Carol.* By Kate Douglas Wiggin. Houghton Mifflin Co., Boston.

The story of a little girl who brought joy into the world.

24. *The Golden Staircase.* By Louey Chisholm. Putnam, New York.

Twenty poems liked the best.

25. *Uncle Remus Stories.* By Joel Chandler Harris. Public School Publishing Co., Bloomington, Ill.

26. *Juan and Juanita.* By Frances C. Baylor. Houghton Mifflin Co., Boston.

The adventures of two Mexican children, who were carried away by Indians, and how they escaped and found their way home.

27. *The Jungle Book.* By Rudyard Kipling. Doubleday, Page & Co., New York.

The famous animal stories which tell about Mowgli, a man child, who was adopted by a wolf family and grew up with the wild beasts.

28. *Just So Stories.* By Rudyard Kipling. Doubleday, Page & Co., New York.

"These 'O Best Beloved,' are some of the Just So Stories from the High and Far Off Times when everybody started fair."

29. *Nature's Craftsmen.* By Inez N. McFee. Crowell, New York.

An effort to make us human folks acquainted with some of Nature's toilers—the builders, engineers, mechanics, and professionals—who do things quite as wonderful in their own way as the best that man can produce.

30. *The Star People.* By Gaylord Johnson. Macmillan, New York.

"Uncle Henry and the Society of Star Gazers" have made a book that uncles and aunts and parents and children will find great fun.

31. *The Strange Adventures of a Pebble.* By Hallam Hawthorth. Author of "The Adventures of a Grain of Dust." Scribner, New York.

The purpose is to present the chief features in the strange story of the pebbles; and so of the larger pebble we call the earth.

PART II

1. *Boone of the Wilderness.* By Daniel Henderson. Dutton, New York.

A tale of pioneer adventure and achievement in "The Dark and Bloody Ground." This book has for its hero Daniel Boone, the most adventurous character in America's early border history.

2. *A Book of Escapes and Hurried Journeys.* By John Buchan. Houghton Mifflin Co., New York.

"Each flight, or escape, or hurried journey, or mad, brave, reckless venture, is strictly true and taken from history."

3. Boy Scouts' Life of Lincoln. By Ida M. Tarbell. Macmillan, New York.

The Boy Scouts call this a bully yarn. It was written for them and for every boy and every girl who loves to read about the life of Abraham Lincoln.

4. Gulliver's Travels. By Jonathan Swift. With colored illustrations by Arthur Rackham. Dutton, New York.

Voyages to mythical countries where giants and pygmies dwell.

5. Jungle Roads and Other Trails. By Daniel Henderson. Dutton, New York.

A life of the Roosevelt whom American boys admire, the hunter, explorer, naturalist, as well as President, young at heart, resourceful, fair and square in work and play.

6. Men of Iron. By Howard Pyle. Harper, New York.

Myles Falworth, the hero of this story of fourteenth century chivalry in England, is the son of a great lord of fallen fortune. He early learns the duties of knighthood and restores his father's estates.

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| 3. Reading Course for Parents. | 9. Thirty Great Americans. |
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23. How to Know Architecture.
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26. Sixty Selected Stories for Boys and Girls.
27. Poetical Literature for Boys and Girls.
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29. The Pre-School Child.
30. Forty Books for Boys and Girls.
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POETICAL LITERATURE FOR BOYS AND GIRLS

By FLORENCE C. FOX

SPECIALIST IN EDUCATIONAL SYSTEMS
U. S. BUREAU OF EDUCATION



DEPARTMENT OF THE INTERIOR

U S -- BUREAU OF EDUCATION

WASHINGTON

1924

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POETICAL LITERATURE FOR BOYS AND GIRLS IN THE FIRST SIX GRADES.

FOREWORD.¹

SECTION I (FOR GRADES 1 AND 2).

The value of the poem as material for a reading course for little children lies in its appeal to the child's æsthetic nature. It should be treated, therefore, as a work of art and should be presented to the child in the most artistic manner possible. The rhythm, the music of the words, and the swing of the measure should be left to make their own impression on the receptive mind of the child without thought of analysis or discussion.

These poems should be read to the children in the manner suggested, and the reader should assume the responsibility for the child's report if he becomes an applicant for a certificate. Skillful questions are necessary on the part of the reader to draw out from the child his impressions of the poem, as to why he "likes it," and what part he "likes best."

SECTION II (FOR GRADES 3 AND 4) AND SECTION III (FOR GRADES 5 AND 6).

Story telling poems for the children of the middle grades hold a twofold interest. The children are conscious of their artistic appeal and are also absorbed in the movement of the story through the poem.

¹ Picture on cover by courtesy of the Children's Book Week Committee of New York City.

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v. 27 cont.

In the child's written report on these poems he should be led to reproduce the story in his own words and also to state his appreciation of the poem as a series of beautiful word pictures. One or two lines from the poem should be quoted as examples of the word pictures which he likes especially, and, if possible, he should state why he likes one of these more than another.

Those children in Grades 3 and 4 who can not make a written report should take Section I until they are prepared to meet the requirements of Sections II and III. All of the poems in Section I are required. Readers may choose 15 poems from each of Sections II and III for a course. Those who comply with the above requirements satisfactorily will receive a certificate bearing the seal of the United States Bureau of Education and signed by the Commissioner of Education.

Readers should secure from the Bureau of Education the enrollment blank, fill it in and return it to the bureau before beginning to read. Credit will not be given for reading done previous to enrollment. The bureau does not furnish the books. They may be borrowed from local or State libraries, or from library commissions, or they may be purchased from book dealers. Be sure to place name and address on all papers. Write to the Bureau of Education frequently regarding progress. Readers are required to complete each section of this course within one year of the date of enrollment.

SECTION I (GRADES 1 AND 2).

1. The Shepherd.

A Cradle Song.

Piping Down the Valleys Wild.

Poems by William Blake. Macmillan, New York.

2. Christmas Morning.
Christmas Eve.
Poems by Eugene Field. Scribner, New York.
3. I Keep Six Honest Serving Men.
The Camel's Hump is an Ugly Lump.
Pussy and Blinky.
Just-So-Stories, by Rudyard Kipling. Doubleday, Page & Co., New York.
4. The Owl and the Pussy-cat.
A. Apple-pie.
The Jumbles.
Complete Nonsense Book, by Edward Lear. Duffield, New York.
5. In Christmas Time.
Among the Leaves.
The Dandelion.
Cloud Shadows.
In the Hay Mow.
October.
Childhood Poems, by Katherine Pyle. Dutton, New York.
6. The Cold Days of the Year.
A Pocket Handkerchief.
Who Has Seen the Wind?
Poems for Children, by Christina Rossetti. Little, Brown & Co., Boston.
7. The Nine Little Goblins.
Extremes.
Raggedy Man.
Poems by James Whitcomb Riley. Bobbs-Merrill, Indianapolis, Ind.
8. The Wind. Whole Duty of Children.
The Friendly Cow. The Swing.
Singing. My Shadow.
Rain. Windy Nights.
Time to Rise. Bed in Summer.
Child's Garden of Verses, by R. L. Stevenson. Crowell, New York.

9. Daisies.
In the Meadow.
Complete Poetical Works, by Frank Demster Sherman.
Crowell, New York.
10. What does Little Birdie Say?
Winter or Song of the Wrens.
Sweet and Low.
Complete Poetical Works, by Alfred Tennyson. Crowell,
New York.

SECTION II (GRADES 3 AND 4).

1. Robin Redbreast.
Ballad Book, by William Allingham. Macmillan, New
York.
2. Night.
Nurse's Song.
A Laughing Song.
Poems by William Blake. Macmillan, New York.
3. The Pied Piper.
Complete Poetical and Dramatic Works, by Robert
Browning. Houghton Mifflin Co., Boston.
4. Robert of Lincoln.
The Yellow Violet.
Poetical Works, by William Cullen Bryant. D. Appleton,
New York.
5. Who Stole the Bird's Nest?
Thanksgiving Day.
Found in Whittier's Child Life, by Lydia Maria Child.
Houghton Mifflin Co., Boston.
6. Bob White.
Autumn Leaves.
Found in Famous Poems, by George Cooper. Putnam,
New York.
7. The Crow's Children.
Poems, by Alice and Phoebe Cary. Crowell, New York.

8. Star of the East. Moose Lullaby.
 Buttercup. Old Hen and her Chicks.
 Poppy. Wynken, Blynken, and Nod.
 Forget-me-not. Over the Hills and Far Away.
 The Gingham Dog and the The Sugar Plum Tree.
 Calico Cat.
 Poems, complete ed., by Eugene Field. Scribner, New
 York.
9. The Plowman.
 Favorite Poems, by Oliver Wendell Holmes. Houghton
 Mifflin, Co. Boston.
10. Buttercups and Daisies.
 Birds in Summer.
 Poems, by Mary Howitt. Warne, New York.
11. Seven Times One.
 Poems by Jean Ingelow. Little, Brown & Co., Boston.
12. Grace and her Friends.
 The Brown Thrush.
 Plant a Tree.
 Poetical Works, by Lucy Larcom. Houghton Mifflin Co.,
 Boston.
13. Hiawatha's Childhood.
 Poetical Works, by Henry W. Longfellow. Houghton
 Mifflin Co., Boston.
14. A Visit from St. Nicholas.
 Night Before Christmas, by C. C. Moore. Dutton, New
 York.
15. April.
 May.
 Childhood Poems, by Katherine Pyle. Dutton, New
 York.
16. A Green Corn Field.
 A Year's Windfalls.
 Lines to my Grandfather.
 A Valentine to Mother.
 Poems for Children, by Christina Rossetti. Little, Brown
 & Co., Boston.

17. No Boy Knows When he Wants to Sleep.
The Pixy People.
The Brook Song.
The South Wind and the Sun.
Poems, by James Whitcomb Riley. Bobbs-Merrill, Indianapolis, Ind.
18. From a Railway Carriage.
The Unseen Playmate.
Child's Garden of Verses, by Robert Louis Stevenson.
Crowell, New York.
19. Milking.
Poems by Celia Thaxter. Houghton Mifflin Co., Boston.
20. Farmer John.
Complete Poetical Works, by John Townsend Trowbridge.
Houghton Mifflin Co., Boston.
21. How Doth the Little Busy Bee.
I Live for Those Who Love Me.
Childhood Songs of Long Ago, by Isaac Watts. Platt & Peck, New York.
22. Barefoot Boy.
In Schooldays.
Complete Works, by John Greenleaf Whittier. Houghton Mifflin Co., Boston.
23. Lucy Gray.
To a Butterfly.
After the Rain.
Complete Poetical Works, by William Wordsworth.
Macmillan, New York.

SECTION III (GRADES 5 AND 6).

1. Nature's Hired Man.
A Receipt for Happiness.
Songs of Cheer, by John Kendrick Bangs. Samuel French, New York.
2. Muckle Mouth Meg.
The Year's at the Spring.
How they Brought the Good News from Ghent to Aix.
Complete Poetical and Dramatic Works, by Robert Browning. Houghton Mifflin Co., Boston.

3. Romance of the Swan's Nest.
He Giveth his Beloved Sleep.
Poetical Works, by Elizabeth Barrett Browning. Crowell,
New York.
4. The Planting of the Apple Tree.
To the Fringed Gentian.
Song of Marion's Men.
The Gladness of Nature.
The Death of the Flowers.
Poetical Works, by William Cullen Bryant. Appleton,
New York.
5. To a Mountain Daisy.
A Man's a Man for a' That.
To a Mouse.
Complete Poems and Songs, by Robert Burns. Scribner,
New York.
6. The Leak in the Dyke.
An Order for a Picture.
Nobility.
Poems, by Phoebe and Alice Cary. Crowell, New York.
7. Father's Letter.
My Playmates.
Poems, Complete Edition, by Eugene Field. Scribner,
New York.
8. The Voice of Spring.
The Landing of the Pilgrims.
The Graves of a Household.
Poetical Works, by Felicia Hemans. Warne, New York.
9. Cornfields.
The Spider and the Fly.
Poems, by Mary Howitt. Warne, New York.
10. Down to Sleep.
A Song of Clover.
Complete Poems, by Helen Hunt Jackson. Little, Brown
& Co., Boston.
11. Rollicking Robin.
A Strip of Blue.
Poetical Works, by Lucy Larcom. Houghton Mifflin Co.,
Boston.

12. Song of the Chattahoochee.
 Poems, by Sidney Lanier. Scribner, New York.
13. The Builders.
 The Arrow and the Song.
 Paul Revere's Ride.
 Psalm of Life.
 Poetical Works, by Henry W. Longfellow. Houghton
 Mifflin Co., Boston.
14. To the Dandelion.
 The First Snow-Fall.
 Complete Poetical Works, by James Russell Lowell.
 Houghton Mifflin Co., Boston.
15. Out to Old Aunt Mary's. The Days Gone By.
 The Rambo-Tree. On the Sunny Side.
 A Sudden Shower. The Old Hay Mow.
 Poems, by James Whitcomb Riley. Bobbs-Merrill,
 Indianapolis, Ind.
16. Under the Greenwood Tree.
 Poems and Sonnets, by William Shakespeare. Crowell,
 New York.
17. Daybreak.
 To a Skylark.
 Poetical Works, by Percy Bysshe Shelley. Dutton, New
 York.
18. The Sandpiper.
 Poems, by Celia Thaxter. Houghton Mifflin Co., Boston.
19. Midwinter.
 Farmyard Song.
 Evening at the Farm.
 Farmer John.
 Complete Poetical Works, by J. T. Trowbridge. Houghton
 Mifflin Co., Boston.
20. Bugle Song.
 The Thistle.
 Complete Poetical Works, by Alfred Tennyson. Crowell,
 New York.

21. The Huskers.

The Corn Song.

Complete Works, by John Greenleaf Whittier. Houghton
Mifflin Co., Boston.

22. To the Daisy.

The Daffodils.

Complete Poetical Works, by William Wordsworth.
Macmillan, New York.FULL LIST OF READING COURSES ISSUED BY UNITED STATES
BUREAU OF EDUCATION.

- | | |
|--|---|
| 1. World's Great Literary Bibles. | 15. Shipbuilding. |
| 2. Great Literature, Ancient, Medieval,
and Modern. | 16. Machine Shop Work. |
| 3. Miscellaneous Reading for Parents. | 17. Foreign Trade. |
| 4. Miscellaneous Reading for Boys. | 18. Reading Course on Dante. |
| 5. Miscellaneous Reading for Girls. | 19. Master Builders of To-day. |
| 6. Thirty Books of Great Fiction. | 20. Teaching. |
| 7. Thirty World Heroes. | 21. Twenty Good Books for Parents. |
| 8. American Literature. | 22. Agriculture and Country Life. |
| 9. Thirty American Heroes. | 23. Architecture. |
| 10. American History. | 24. Citizenship and Government. |
| 11. France and Her History. | 25. Health. |
| 12. Heroes of American Democracy. | 26. Sixty Selected Stories for Boys and
Girls. |
| 13. The Call of Blue Waters. | 27. Poetical Literature for Boys and Girls. |
| 14. Iron and Steel. | |

If you wish to enroll in any of the reading courses issued by the United States Bureau of Education, fill the blank application and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name, number, and section, if any, of the course desired. If you live in any one of the following States, instead of returning the application to the Bureau of Education, send it to the address given for your State:

Arizona.—A. O. Neal, Extension Division, University of Arizona, Tucson, Ariz.

Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.

Colorado.—Elmore Peterson, Extension Division, University of Colorado, Boulder, Colo.

Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.

Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.

Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.

Kentucky.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.

Louisiana.—J. O. Pettiss, Extension Division, State Normal College, Natchitoches, La.

- North Carolina*.—Chester D. Snell, Extension Division, University of North Carolina, Chapel Hill, N. C.
- North Dakota*.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.
- Oklahoma*.—Mrs. J. R. Dale, Oklahoma Library Commission, State Capitol, Oklahoma City, Okla.
- Oregon*.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.
- South Carolina*.—Reed Smith, Extension Department, University of South Carolina, Columbia, S. C.
- South Dakota*.—John C. Tjaden, Extension Division, University of South Dakota, Vermillion, S. Dak.
- Utah*.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.
- Virginia*.—Charles G. Maphis, Division of Extension, University of Virginia, University, Va.
- Washington*.—F. F. Nalder, Extension Division, State College, Pullman, Wash.
- Wisconsin*.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.

PUBLISHERS' GUIDE.

- D. Appleton Co., 29 West Thirty-second Street, New York, N. Y.
- Bobbs-Merrill Co., University Square, Indianapolis, Ind.
- T. Y. Crowell Co., 426 West Broadway, New York, N. Y.
- Doubleday, Page & Co., Garden City, N. Y.
- Duffield & Co., 211 East Nineteenth Street, New York, N. Y.
- E. P. Dutton & Co., 681 Fifth Avenue, New York, N. Y.
- Samuel French, 28 West Thirty-eighth Street, New York, N. Y.
- Houghton Mifflin Co., 2 Park Street, Boston 8, Mass.
- Little, Brown & Co., 34 Beacon Street, Boston, Mass.
- The Macmillan Co., 66 Fifth Avenue, New York, N. Y.
- G. P. Putnam's Sons, 2 West Forty-fifth Street, New York, N. Y.
- Charles Scribner's Sons, 597 Fifth Avenue, New York, N. Y.
- Frederick A. Warne & Co., 26 East Twenty-second Street, New York, N. Y.

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KINDERGARTEN IDEALS

IN THE

HOME AND SCHOOL



A READING COURSE FOR PARENTS

BY

NINA C. VANDEWALKER
Associate Specialist in Kindergarten Education

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

1924

Home Education Reading Course No. 28



KINDERGARTEN IDEALS IN THE HOME AND SCHOOL

The steady increase in kindergarten enrollment of the country shows that the kindergarten is increasingly adopted as a part of the American school system. The reason for this is that the school itself has gradually adopted the principle which the kindergarten illustrates for the early years—that education is the organization and guidance of children's interests and activities in accordance with the needs of their successive stages of development. A new interest in kindergarten education has been awakened by the emphasis now placed by psychologists on the importance of the preschool years.

The interpretation of education as the guidance of children's activities and interests is bringing about great changes in the work and method of the school. The education of the past concerned itself chiefly with children's mental needs and ignored their bodies, their impulses to activity, and their social instincts. The children were passive receivers of the knowledge imparted by their teachers. Education on the new basis is active instead of passive. It provides for the development of children's bodies; affords opportunity for the experimentation by which they gain knowledge; provides material for the expression of their knowledge through representation and construction; and stimulates dramatic representation and cooperative play.

The carrying out of the new educational idea calls for a change in the equipment. The old type of school

had fixed seats and desks and little else. The kindergarten has movable chairs and tables, a piano, and varied kinds of play apparatus and material. The present-day first-grade rooms are equipped in much the same fashion, since this equipment is needed to carry out the new educational ideals. The course of study in the schools of the past consisted of little more than statements concerning the number of pages that the children must read and the arithmetical tables that they must memorize. The courses of study in the modern kindergarten and primary grades deal with matters of immediate interest to the children. The methods employed in the modern school differ in as great a degree.

Hence the kindergarten, in its aims, equipment, and methods, definitely illustrates, not for itself alone but for the school as a whole, the new ideals of education, and by giving these ideals concrete expression furnishes the key to changes now in progress in schools of the country. The active type of education which the kindergarten represents for the early years is now recognized as the true type for all education. In consequence, playgrounds, gymnasiums, workshops, and art studios are now considered essential to carrying out the ideals of present-day education.

Because of this increasing interest in the new type of education, which begins in the home and continues in the kindergarten and school, the Bureau of Education, in its home education section, has organized a reading course on kindergarten education. The books have been selected to meet the needs of several groups—mothers who wish a knowledge of kindergarten methods, either for their own use in the home or for securing kindergartens in their communities; teachers who wish in-

formation concerning the kindergarten itself or the application of its principles to later work; and others, both men and women, who are working for school betterment in the large sense and wish a knowledge of the problems at the foundation. As the interests of these groups are so varied, the books selected represent different phases of kindergarten work. It is hoped that the knowledge which these books give may contribute still further to the progress of the kindergarten movement, to the end that many more children may have the benefit of the opportunities it offers.

SECTION A

1. Talks to Mothers. By Lucy Wheelock. *In Kindergarten Children's Hour*, vol. 4. Boston, Houghton Mifflin Co., 1920.
 2. Play Life in the First Eight Years. By Luella A. Palmer. Boston, Ginn & Co., 1916. 281 p.
 3. Study of Child Nature. By Elizabeth Harrison. New York, Macmillan Co., 1891. 207 p.
 4. Home-Made Kindergarten. By Nora A. Smith. New York, Houghton Mifflin Co., 1912. 116 p.
 5. Conduct Curriculum for the Kindergarten and First Grade. Directed by Patty Smith Hill. New York, Charles Scribner's Sons, 1923. 123 p.
 6. Early Childhood Education. By Lalla H. Pickett and Duralde Boren. Yonkers-on-Hudson, World Book Co., 1923. 220 p.
 7. Kindergarten in American Education. By Nina C. Vandewalker. New York, Macmillan Co., 1908. 274 p.
 8. Kindergarten Curriculum. Committee of International Kindergarten Union. Washington, D. C., Government Printing Office, 1919. 73 p. (U. S. Bureau of Education. Bulletin, 1919, No. 16.) 10 cents.
- Kindergarten First-Grade Curriculum (A). Committee of International Kindergarten Union. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Bulletin 1922, No. 15.) 66 p. 10 cents.

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SECTION B

1. Children's Occupations. By Lucy Wheelock. *In Kindergarten Children's Hour*, vol. 2. Boston, Houghton Mifflin Co., 1920. 342 p.
2. Children of the Future. By Nora A. Smith. Boston, Houghton Mifflin Co., 1892. 165 p.
3. Children's Rights. By Kate Douglas Wiggin. Boston, Houghton Mifflin Co., 1892. 235 p.
4. Beginner's Book in Religion. By Edna Dean Baker. New York, Abingdon Press, 1921. 271 p.
5. Letters to a Mother on the Philosophy of Froebel. By Susan E. Blow. New York, D. Appleton Co., 1899. 311 p.
6. Love and Law in Child Training. By Emilie Poulsson. Springfield, Milton-Bradley Co., 1899. 235 p.
7. Mottoes and Commentaries of Friedrich Froebel's Mother Play. Verse rendered into English by Henrietta P. Eliot. Prose translated by Susan E. Blow. New York, D. Appleton Co., 1895. 316 p.
8. Songs and Music for Little Children. By Lucy Wheelock. *In Kindergarten Children's Hour*, vol. 5. Boston, Houghton Mifflin Co., 1920. 142 p.
9. Stories for Little Children. By Lucy Wheelock. *Kindergarten Children's Hour*, vol. 1. Boston, Houghton Mifflin Co., 1920.
10. Talks to Children. By Lucy Wheelock. *In Kindergarten Children's Hour*, vol. 3. Boston, Houghton Mifflin Co., 1920. 462 p.
11. Unseen Side of Child Life. By Elizabeth Harrison. New York, Macmillan Co., 1922. 179 p.
12. When Children Err. By Elizabeth Harrison. New York, Macmillan Co., 1916. 177 p.
13. Experimental Studies in Kindergarten Theory and Practice. By Patty S. Hill. Teachers College, Columbia University, New York. 1914. 70 p.
14. My Garden of Memory. By Kate Douglas Wiggin. Boston, Houghton Mifflin Co., 1923. 465 p.

or

Pioneers of the Kindergarten in America. Authorized by the International Kindergarten Union. New York, Century Co., 1924. 298 p.

15. Unified Kindergarten and First Grade Teaching. By S. C. Parker and Alice Temple. University of Chicago, Chicago, Ill., 1924. 101 p.

or

Theory and Practice of the Kindergarten. By Nora Atwood. Boston, Houghton Mifflin Co., 1916. 184 p.

SECTION C

1. Child and the Kindergarten. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Circular, 1920, No. 6.) 27 p. 5 cents.
2. Housing and Equipment of Kindergartens. By Julia Wade Abbot. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Bulletin, 1921, No. 13.) 27 p. 10 cents.
3. How the Kindergarten Makes Americans. By Earl Barnes. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Circular, 1923, No. 9.) 6 p. 5 cents.
4. How the Kindergarten Prepares Children for Primary Work. By Mary G. Waite. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Kindergarten Circular, 1924, No. 15.) 6 p. 5 cents.
5. Kindergarten and Health. By Arnold L. Gesell and Julia Wade Abbot. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Health Education Circular, 1923, No. 14.) 37 p. 5 cents.
6. Kindergartens Past and Present. By Julia Wade Abbot. Washington, D. C., Government Printing Office. (U. S. Bureau of Education, Kindergarten Circular, 1923, No. 11.) 5 p. 5 cents.
7. Prefirst-Grade Training. By Wm. T. Root. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Kindergarten Circular, 1923, No. 13.) 5 p. 5 cents.
8. Principles of Kindergarten-Primary Education in the Consolidated Rural School. By Katherine M. Cook. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Rural School Leaflet, 1923, No. 18.) 9 p. 5 cents.
9. Some Experiments in Preschool Education. By Nina C. Vandewalker. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Kindergarten Circular, 1923, No. 10.) 4 p. 5 cents.

10. Training Little Children. Articles furnished by National Kindergarten Association. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Bulletin, 1919, No. 39.) 94 p. 15 cents.

FOR REFERENCE

- References on Preschool and Kindergarten-Primary Education. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Kindergarten Circular, 1923, No. 10.) 11 p. 5 cents.
- Statistics of Kindergartens. Washington, D. C., Government Printing Office. 1921-22. (U. S. Bureau of Education. Bulletin, 1923, No. 58.) 7 p. 5 cents.

INSTRUCTIONS

Anyone who reads 10 of the books listed and 5 of the bulletins in Section C according to requirements will be entitled to the certificate issued by the Bureau of Education. The 10 books must include all books listed in Section A and 2 books chosen by the reader from Section B. This certificate bears the seal of the bureau and the signature of the Commissioner of Education.

Before beginning to read, the reader should write to the United States Bureau of Education, Home Education Section, Washington, D. C., asking for the list of books, requirements, and an enrollment blank. Fill the blank when received and return it to the Bureau of Education. At the time that a book is begun, notification should be sent to the bureau, and when each book is completed a summary should be sent.

When all summaries are received by the bureau a list of questions will be forwarded to the reader to be answered. This last requirement varies in the case of readers who take up the courses in groups with a leader.

The Bureau of Education does not furnish the books. If books can not be secured from a local or State library, it will be necessary for readers to buy them.

If you live in any one of the following States, instead of returning the application to the Bureau of Education, send it to the address given for your State.

- Arizona*.—A. O. Neal, Extension Division, University of Arizona, Tucson, Ariz.
- Arkansas*.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.
- Colorado*.—Elmore Peterson, Extension Division, University of Colorado, Boulder, Colo.
- Hawaii*.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.
- Indiana*.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.
- Iowa*.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.
- Kentucky*.—Department of University Extension, University of Kentucky, Lexington, Ky.
- Louisiana*.—J. O. Pettis, Extension Division, State Normal College, Natchitoches, La.
- North Carolina*.—Chester D. Snell, Extension Division, University of North Carolina, Chapel Hill, N. C.
- North Dakota*.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.
- Oklahoma*.—Mrs. J. R. Dale, Secretary, State Library Commission, Oklahoma City, Okla.
- Oregon*.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.
- South Carolina*.—B. L. Parkinson, Extension Department, University of South Carolina, Columbia, S. C.
- South Dakota*.—John C. Tjaden, Extension Division, University of South Dakota, Vermillion, S. Dak.
- Utah*.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.
- Virginia*.—Charles G. Maphis, Bureau of Extension, University of Virginia, University, Va.
- Washington*.—F. F. Nalder, Extension Division, State College, Pullman, Wash.
- Wisconsin*.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.

LIST OF READING COURSES ISSUED BY UNITED STATES BUREAU OF EDUCATION

1. World's Great Literary Bibles.
2. Great Literature, Ancient, Medieval, and Modern.
3. Miscellaneous Reading for Parents.
4. Miscellaneous Reading for Boys.
5. Miscellaneous Reading for Girls.
6. Thirty Books of Great Fiction.
7. Thirty World Heroes.
8. American Literature.
9. Thirty American Heroes.

10. American History.
11. France and Her History.
12. Heroes of American Democracy.
13. The Call of Blue Waters.
14. Iron and Steel.
15. Shipbuilding.
16. Machine Shop Work.
17. Foreign Trade.
18. Reading Course on Dante.
19. Master Builders of To-day.
20. Teaching.
21. Twenty Good Books for Parents.
22. Agriculture and Country Life.
23. How to Know Architecture.
24. Citizenship and Government.
25. Pathways to Health.
26. Sixty Selected Stories for Boys and Girls.
27. Poetical Literature for Boys and Girls.
28. Kindergarten Ideals in the Home and School.





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THE PRE-SCHOOL CHILD

A SHORT READING COURSE
—FOR—
PRE-SCHOOL STUDY CIRCLES



DEPARTMENT OF THE INTERIOR
Bureau of Education
WASHINGTON
1925

THE PRE-SCHOOL CHILD

A short reading course for pre-school study circles

“Respect the child. Be not too much his parent. Trespass not on his solitude.”—Emerson

A few years ago social workers and physicians called attention to the relative neglect from which the pre-school child was suffering. Of late the situation has changed a great deal, and never before were parents or uncles or grandmothers so eager to secure information regarding the care of the pre-school child. This is, of course, a good omen. It means that if this neglect is reduced, it must be done largely through improvements in the home standards of child care. There is no reason whatever to assume that infant welfare stations, child health centers, weighing and measuring days, periodic health examinations, nursery schools, and kindergartens will reduce the responsibility and interest of parents. Quite the contrary.

Perhaps one word of warning is appropriate to mothers who attempt to “read up” too seriously regarding methods of child training. All literature in this field must be taken with a grain of the salt of common sense. The details of the suggestions are not always infallible in application. The main thing to look for in child health and child training literature is sound general principles. Details of application can then be left to common-sense judgment. The book which is most

worth while is the one which gives the parent the right point of view, the right attitude. For example, if the mother is convinced that obstinacy is a symptom rather than a vice, she is quite likely to arrive at the right method of treatment in any particular case. Therefore, as should be done in the case of other problems in the field of child care, supplement all reading with your own thinking.

READING COURSE NO. 29

1. *The Nervous Child*. H. C. Cameron. Oxford University Press, 35 West 32d Street, New York, 3d edition, 1924.
2. *Psychology of the Unadjusted School Child*. J. J. B. Morgan. Macmillan Co., 66 Fifth Avenue, New York, 1924.
3. *The Normal Child: Its Care and Feeding*. Alan Brown, M. B. Century Co., 353 Fourth Avenue, New York, 1923.
4. *The Happy Baby*. L. E. Holt. Dodd, Mead & Co., 443 Fourth Avenue, New York, 1924.
5. *Mental Growth of the Pre-School Child*. Arnold Gesell. Macmillan Co., 66 Fifth Avenue, New York, 1924.
6. *Habit Training for Children*. (A series of nine pamphlets.) D. A. Thom and others. National Committee for Mental Hygiene, 370 Seventh Avenue, New York.

The reading course certificate, bearing the seal of the Bureau of Education and signed by the United States Commissioner of Education, will be issued to those who give satisfactory evidence of having read the suggested books carefully and intelligently according to the requirements.

Requirements.—Each person should first secure a copy of a reading course, an enrollment blank, and the letter of requirements. He should then fill the blank and return it to the United States Bureau of Education, Washington, D. C. At the time that a book is begun a notification should be sent to the bureau, and when each book

is completed a summary should be sent. For readers in circles under leadership, special arrangements are made.

The Bureau of Education does not furnish the books. If the books can not be secured from a local or State library, it will be necessary for readers to buy them.

If you live in any one of the following States, instead of returning the application to the Bureau of Education, send it to the address given for your State.

Arizona.—A. O. Neal, Extension Division, University of Arizona, Tucson, Ariz.

Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.

Colorado.—Elmore Petersen, Extension Division, University of Colorado, Boulder, Colo.

Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.

Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.

Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.

Kentucky.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.

Louisiana.—J. O. Pettiss, Extension Division, State Normal College, Natchitoches, La.

North Carolina.—Chester D. Snell, Extension Division, University of North Carolina, Chapel Hill, N. C.

North Dakota.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

Oklahoma.—Mrs. J. R. Dale, Secretary, Oklahoma Library Commission, Oklahoma City, Okla.

Oregon.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.

South Carolina.—B. L. Parkinson, Extension Department, University of South Carolina, Columbia, S. C.

South Dakota.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

Utah.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.

Virginia.—Charles G. Maphis, Bureau of Extension, University of Virginia, University, Va.

Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.

Wisconsin.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.

FULL LIST OF READING COURSES ISSUED BY UNITED STATES BUREAU
OF EDUCATION

- | | |
|---|--|
| 1. World's Great Literary Bibles. | 17. Foreign Trade. |
| 2. Great Literature, Ancient, Medieval, and Modern. | 18. Reading Course on Dante. |
| 3. Miscellaneous Reading for Parents. | 19. Master Builders of To-day. |
| 4. Miscellaneous Reading for Boys. | 20. Teaching. |
| 5. Miscellaneous Reading for Girls. | 21. Twenty Good Books for Parents. |
| 6. Thirty Books of Great Fiction. | 22. Agriculture and Country Life. |
| 7. Thirty World Heroes. | 23. Architecture. |
| 8. American Literature. | 24. Citizenship and Government. |
| 9. Thirty American Heroes. | 25. Pathways to Health. |
| 10. American History. | 26. Sixty Selected Stories for Boys and Girls. |
| 11. France and Her History. | 27. Poetical Literature for Boys and Girls. |
| 12. Heroes of American Democracy. | 28. Kindergarten Ideals in Home and School. |
| 13. The Call of Blue Waters. | 29. The Pre-School Child. (A short reading course for parents and pre-school study circles.) |
| 14. Iron and Steel. | |
| 15. Shipbuilding. | |
| 16. Machine-Shop Work. | |

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**THE
PRESCHOOL
CHILD**

A SHORT READING COURSE
— FOR —
PRESCHOOL STUDY CIRCLES



UNITED STATES
DEPARTMENT OF THE INTERIOR
Office of Education, Washington
Revised, 1929

THE PRESCHOOL CHILD

(Revised 1929)

A SHORT READING COURSE FOR PARENTS OF CHILDREN OF PRESCHOOL AGE AND FOR PRESCHOOL STUDY CIRCLES

**“Respect the child. Be not too much his parent. Trespass not
on his solitude.”—*Emerson***

“A few years ago social workers and physicians called attention to the relative neglect from which the preschool child was suffering. Of late the situation has changed a great deal, and never before were parents or uncles or grandmothers so eager to secure information regarding the care of the preschool child. This is, of course, a good omen. It means that if this neglect is reduced it must be done largely through improvements in the home standards of child care. There is no reason whatever to assume that infant-welfare stations, child-health centers, weighing and measuring days, periodic health examinations, nursery schools, and kindergartens will reduce the responsibility and interest of parents. Quite the contrary.

“Perhaps one word of warning is appropriate to mothers who attempt ‘to read up’ too seriously regarding methods of child training. All literature in this field must be taken with a grain of the salt of common sense. The details of the suggestions are not always infallible in application. The main thing to look for in child-health and child-training literature is sound general principles. Details of application can then be left to common-sense judgment.

The book which is most worth while is the one which gives the parent the right point of view, the right attitude. For example, if the mother is convinced that obstinacy is a symptom rather than a vice, she is quite likely to arrive at the right method of treatment in any particular case. All her reading should be supplemented by her own thinking."—*Gesell*.

Suggestions to readers.—Answer the questions; look up references; compare views of one author with those of another and with your own experiences and opinions on the subject; discuss the important points with friends and neighbors; keep a special notebook in which to jot down problems as they arise.

LUCAS, WILLIAM PALMER. *The Health of the Runabout Child*. New York, Macmillan Co. 1923. 229 p.

From the time that the baby ceases to creep and begins to stand on his feet until he is 6 years old is designated the runabout period. In addition to a short chapter on heredity, the author charts in simple form as a guide to parents the evidences of normal growth and development for an average child. Since growth depends upon nutrition, Doctor Lucas has included a balanced-diet list, together with a helpful discussion of nutrition, diet, and malnutrition.

QUESTIONS AND SUGGESTIONS

1. What can home, society, and government do to safeguard the character and health of the child? Discuss each separately.

2. Trace the evidences of growth of an average normal child. Compare this with your knowledge of the growth of your child.

3. Compare the manifestations of the child's mental development as to curiosity, memory, imitation, and self-assertion at 2, 4, and 6 years of age.

4. Discuss the following needs of the runabout child: (a) The roof over his head; (b) sunshine; (c) baths; (d) sleep; (e) attention to his teeth.

5. What means would you use to stimulate your child's interest in health habits? How do these compare with the means suggested in the book?

6. In the development of the preschool child of what aid, according to the author's opinion, are the public health nurse, the day nurseries, and the habit clinics?

7. To what does the author attribute one-half of the prevailing diseases of the first year of a baby's life?

8. How may we lessen the danger of infection of the preschool child?

9. Name some of the common physical defects of this period and suggest a cure in each case.

10. What is meant by a well-balanced diet?

11. What are the manifestations of malnutrition?

12. What is gained by a proper play relationship between parent and child during the preschool period?

13. What three fundamental habits should be acquired during the preschool period and how do these make for happiness?

14. How may the parent utilize the following instincts in early childhood to educate the child: (a) Ownership; (b) fighting; (c) imitation?

SEHAM, MAX, *and* SEHAM, GRETE. *The Tired Child*. Philadelphia, Lippincott Co. 1926. 342 p.

"That tired feeling" is no longer to be disregarded in our children. After reading Max and Grete Seham's "The Tired Child" we know it to be a distress signal, in some of its manifestations a veritable S O S, which must not be disregarded. To recognize in one's child first symptoms of fatigue is quite as important to the parent as to understand the clinical thermometer. Chronic fatigue is no longer considered beneath the doctor's notice. Our children, then, should not only be allowed to rest when tired, but they should be surrounded with all conditions which make rest possible. If the fatigue should persist beyond our reasonable expectation, they should certainly be given first-aid treatment while waiting for the doctor's arrival.

QUESTIONS

1. What is meant by the normal child and by normal growth in the child?

2. What are some of the peculiarities of the physiology of childhood and how do they affect a child's work or play?

3. What is meant by the functional capacity of a child?

4. What are some of the inherited and acquired physical defects which cause fatigue?

5. Is there any connection between nervousness and fatigue? Discuss this question in view of the text. What is the relation between posture and fatigue?

6. What are some of the conditions which fatigue infants and older children and what may be done to prevent fatigue by (a) parents; (b) school administrator; (c) teachers?

7. Describe a half dozen fatiguing things which may happen to a child in an evening at home and substitute a half dozen restful things which might happen.

8. By what means may children be taught good health habits?

9. What part do food, rest, and sleep play in preventing fatigue?

10. How is fatigue sometimes caused by defects in the following: (a) Play material; (b) social contacts; (c) economic conditions; (d) home-study program?

11. What is mental hygiene and how may a knowledge of it be useful in preventing children from becoming tired?

FENTON, JESSIE C. *A Practical Psychology of Babyhood.* Boston, Houghton Mifflin Co. 1925. 348 p.

"Slow up; picture ahead." Some such mental signpost might prove helpful in the mother's journey through her baby's first year. Many parents take snapshots to show how their children look from month to month, sometimes even from week to week. Mrs. Fenton has taken activity pictures to illustrate the child's development. This opens a new photographic vista to the parent who would engage in a profitable study of a preschool child. It would turn an amusing pastime into a richly profitable vocation.

The text of the book, based as it is upon an understanding of child nature and child needs, is an adequate accompaniment to the delightful pictures.

QUESTIONS

1. What is meant by each of the following terms describing movement: (a) Impulsive; (b) reflex; (c) instinctive? What relation do these movements bear to the dawn of consciousness?

2. What impulses find expression in a baby's play, and how does a knowledge of this help in selecting a baby's toys?

3. How would you test a baby's development at a given time in each of the following senses: (a) Sight; (b) hearing; (c) smell; (d) taste?

4. Why is a study of a baby's hand movements important to the student of child psychology?

5. Describe the stages in a baby's learning to walk.

6. What are some of the stages by which a baby learns word formation and vocabulary enlargement?

7. What are the three elements of mental life possessed by the child at birth?

8. How may the baby's memory be stimulated and what relation has it to imitation?

9. What is meant by amount of mentality and effectiveness of mentality in an individual?

10. What is the significance of (a) smiles; (b) laughter; (c) cheerfulness; (d) sympathy; (e) jealousy, in the development of social attitudes in children?

11. What is the average development of the 18-months-old child as regards (a) locomotion; (b) use of hands; (c) vocabulary; (d) self-restraint?

12. Do you consider the keeping of such records as those given in the appendix of any practical help in child rearing? Why?

CAMERON, HECTOR CHARLES. *The Nervous Child*. New York, Oxford University Press. 1924. 233 p.

Nervousness is that intangible something which may turn the sanctuary of the home into a perfect bedlam of jarring natures. Why are children nervous? Usually because they have nervous parents. And why are parents nervous? Probably because they, themselves, were subjected as children to irritability in their elders. The thoughtful parent will try to put an end to this vicious circle. With this in view Cameron's "Nervous Child" might be read.

QUESTIONS AND SUGGESTIONS

1. Why is it necessary to understand each of the following qualities in order to avoid nervous disturbances: (a) Imitation; (b) suggestibility; (c) love of power; (d) reasoning power?

2. What are the causes of each of the following manifestations in children: (a) Timidity; (b) anxiety; (c) fears; (d) bad temper; (e) pranks; (f) foolhardiness; (g) abnormal naughtiness? How should each be controlled?

3. What are the principal physiological manifestations of nervousness in children and how may these be overcome?

4. Give six other signs of nervousness and a correct method of dealing with each.

5. What relation have toys, books, and children's parties to nervousness?

6. How does nervousness manifest itself in the newborn infant?

7. What sort of training, physical, mental, and moral, tends to overcome nervousness in the growing child?

8. In what ways may a child's general physique be affected by nervousness?

9. What special treatment should a nervous child receive in case of illness?

BLANCHARD, PHYLLIS. *The Child and Society*. New York, Longmans, Green & Co. 1928. 369 p.

The time will come (how incredible it seems to the mother learning clumsily to bathe her wriggling infant) when he who is now an infant will take his place in the world of grown-up men; and the morning of that first bath is not too early for her to begin to consider herself the parent of a man of the future. Phyllis Blanchard's "The Child and Society" will help her to attain that high attitude of mind.

QUESTIONS

1. What part do the emotions play in the progress of the individual?

2. What is the ideal family-child relationship and what part do the following play in the working out of that ideal: (a) Parent-child relationship; (b) brother-and-sister relationship; (c) imitation; (d) discipline?

3. What part does intelligence play in social adaptation and what other characteristics enter in?

4. What problems arise in the schoolroom concerning children who are under or above normal, what measuring methods are in use to discover the relative mentality of the child, and what types of schools are meeting the needs thus disclosed?

5. How have past civilizations used the play instinct to raise the standard of the State, and what opportunities are open in this age of science to leaders along these lines?

6. From what sources do children get their religious and moral ideas, and of what use are these ideas in preparing them for adult life?

7. What influences tend to fix the reading habit and the amount and quality of that reading?

8. What effect is probable of the reading habit on the child in acquiring (a) an education and (b) social adjustment?

9. In what respect may the motion picture be expected, in its present stage of development, to make constructive, and in what respect destructive, contributions to the child's environment?

10. Should a parent of to-day try to bring up his child substantially as he was brought up? Why?

11. How does socialization tend to lessen individualism as regards the children of to-day?

12. What are some of the psychological and sociological manifestations of adolescence?

13. Why is it important for young children to observe desirable behavior patterns and what are some of the signs of their failure to do so?

14. What is a psychiatric child clinic and what need does it meet in the community?

GESELL, ARNOLD L. *The Mental Growth of the Preschool Child*. New York, Macmillan Co. 1925. 447 p.

A single mental attitude, that of "thought testing,"¹ is said to have brought about what is known as modern civilization. The novelty of this phrase need not alarm us, for nowadays we are all familiar with the term "laboratory method." That method was utilized by Galileo when, in 1590, he dropped two balls of unequal weight from the famous leaning tower, calling upon all Pisa to observe what happened to the balls. For those who would like to observe a child psychologist in the act of testing his own thought, and, as a result, to learn the present technique of child study in the laboratory, Gesell's "*Mental Growth of the Preschool Child*" is recommended.

QUESTIONS AND SUGGESTIONS

1. To how many stages in the development of child life does this book give special consideration? In which of these stages is your child?

2. How was this investigation of preschool life and development organized? What is a norm?

¹ Kilpatrick, William Heard. *Education for a Changing Civilization*.

3. Discuss the four fields of behaviorism studied in chapter 7 and the subheadings under which each is studied.

4. Under what subheadings would each of the following activities fall: (a) Pushing the feet; (b) drawing a man; (c) pointing to pictures; (d) reaching for spoon; (e) number of fingers?

5. Give one normal reaction at each of the age subject headings listed: (a) 4 months—personal social; (b) 9 months—motor characteristics; (c) 18 months—language; (d) 5 years—adaptive.

6. Give one deviation from normal under each one of the four fields of behavior: (a) 6 months; (b) 18 months; (c) 4 years; (d) 6 years.

SUPPLEMENTARY READING LIST

GROVES, ERNEST R. *Social Problems of the Family*. Philadelphia Lippincott Co. 1927. 314 p.

Chapter 13. The Parent and the Child.

HERFORD, WILLIAM H. *The Student's Froebel*. Boston, Heath & Co. 1900. 112 p.

HOLLINGWORTH, LETA S. *Gifted Children*. New York, Macmillan Co. 1926. 369 p. (Highly technical.)

MONROE, WILL S., ed. *Comenius's School of Infancy*. Boston, Heath & Co. 1896. 99 p.

NORSWORTHY, NAOMI, and WHITLEY, MARY THEODORA. *The Psychology of Childhood*. New York, Macmillan Co. 1918. 375 p. (Highly technical.)

Chapter 12. Family Adjustment.

TERMAN, LEWIS M. *The Measurement of Intelligence*. Boston, Houghton Mifflin Co. 1916. 362 p.

LIST OF AVAILABLE READING COURSES ISSUED BY THE UNITED STATES OFFICE OF EDUCATION

1. *World's Great Literary Bibles*. Rev. 1928. (Annotated. Contains suggestions for readers and references.)

2. *Great Literature—Ancient, Medieval, and Modern*. Rev. 1928.

6. *Thirty Books of Great Fiction*. Rev. 1927.

8. *American Literature*. 1929.

9. *Thirty Great Americans*. Rev. 1927.

21. *Twenty Good Books for Parents*. Rev. 1929. (Annotated.)

22. *Agriculture and Country Life*. Rev. 1928. (Annotated.)

- 29. The Preschool Child. Rev. 1929. (Annotated. Contains questions, suggestions for readers, and references.)
- 30. Forty Books for Boys and Girls. Rev. 1929.
- 31. The Appreciation of Music. 1927. (Annotated.)
- 32. The Whole Child. 1929. (Annotated. Contains questions, suggestions for readers, and references.)
- 33. Foundations of Family Life.

NOTE.—Other reading courses are distributed by the American Library Association, 86 East Randolph Street, Chicago, Ill., listed under the Reading with a Purpose Series.

Home Education

Reading Course No. 30.

DEPARTMENT OF THE INTERIOR
Bureau of Education
Washington

JUNE 1917

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UNIVERSITY OF ILLINOIS

FORTY BOOKS FOR BOYS AND GIRLS

From the books that boys and girls should read before they are 16 years of age, the following list of 40 books has been prepared as a guide for home reading. It is offered for systematic reading as one of the home education reading courses of the United States Bureau of Education and to furnish parents with suggestions in selecting books for the children's book-shelf in the home.

The titles have been selected for the frequency with which they occur on lists which have been prepared by educators, librarians, and by direct canvass of the children's choice in several large city schools.

This reading course entitled "Forty Books for Boys and Girls" is No. 30 in the series of home reading courses of the Bureau of Education and it may be divided into four separate courses. On account of the diversity of reading habits and abilities, readers are permitted to select any 10 books for each course. The first 10 books selected will be called Reading Course No. 30-A; the next 10, 30-B; the next, 30-C; and the last 10, 30-D. A certificate will be issued for each of the four courses completed in accordance with the general requirements for the home education reading courses of the Bureau.

REQUIREMENTS. Each person should first secure a copy of the reading course, an enrollment blank, and the circular containing requirements from the United States Bureau of Education, Washington, D. C. The blank should be filled in and returned to the Bureau. At the time a book is begun, a notification should be sent to the Bureau, and when each book is completed a summary should be prepared and submitted as evidence of the reading. For readers in circles, special arrangements are made. The Bureau of Education does not furnish the books.

1. Little Women. Louisa M. Alcott.
2. Robinson Crusoe. Daniel Defoe.
3. Tanglewood Tales. Nathaniel Hawthorne.
4. Uncle Remus. Joel Chandler Harris.
5. Anderson's Fairy Tales. Hans Anderson.
6. Jungle Book. Rudyard Kipling.
7. Alice in Wonderland. Lewis Carroll.
8. Treasure Island. Robert Louis Stevenson.
9. Just So Stories. Rudyard Kipling.
10. Heidi. Johanna Spyri.
11. Arabian Nights.
12. Adventures of Odysseus. Padriac P. Colum.
13. Oregon Trail. Francis Parkman.
14. Hans Brinker. Mary Mapes Dodge.
15. Tom Sawyer. Mark Twain.
16. Swiss Family Robinson. Johann David Wyss.
17. Merry Adventures of Robin Hood. Howard Pyle.
18. Captains Courageous. Rudyard Kipling.
19. Boy's King Arthur. Sir T. Mallory.
20. Ivanhoe. Sir Walter Scott.
21. Aesop's Fables.
22. Water Babies. Charles Kingsley.
23. Child Garden of Verse. Robert Louis Stevenson.
24. Master Skylark. John Bennett.
25. Little Men. Louisa M. Alcott.
26. Little Lamé Prince. Dinah Craig Mulock.
27. Gulliver's Travels. Jonathan Swift.
28. Boy's Life of Abraham Lincoln. Helen Nicolay.
29. Story of a Bad Boy. Thomas Bailey Aldrich.
30. Huckleberry Finn. Mark Twain.
31. Prince and Pauper. Mark Twain.
32. Grimm's Fairy Tales.
33. Story of Dr. Dolittle. Hugh Lofting.
34. Wonderful Adventures of Nils. Selma Lagerlog.
35. Joan of Arc. L. M. Boutet de Monvel.
36. Rebecca of Sunnybrook Farm. Kate Douglas Wiggin.
37. Man Without a Country. Edward Everett Hale.
38. Men of Iron. Howard Pyle.
39. Understood Betsey. Dorothy Canfield.
40. Dog of Flanders. Ouida.

Note:

Compiled from lists which were prepared by the American Library Association, Children's Librarians' Section; National Education Association; the dean of the school of education of Chicago University; the Massachusetts Department of Education; the National Committee for the Study of Education; librarians and educators and by direct canvass of the children in several large city schools.

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UNIVERSITY OF ILLINOIS
FORTY BOOKS
FOR BOYS AND
GIRLS

READING
COURSE
No. 30

FORTY BOOKS FOR BOYS AND GIRLS¹

Boys and girls learn to read in school, but most of their reading is done at home where they have many leisure hours during holidays and vacations. If they learn early to love good literature and have formed the habit of reading it, a summer of reading at home in leisure hours may be very profitable. During the school year there are also many hours each week free from home or school duties in which a boy or girl may read many books.

Children's librarians, teachers, and parents agree upon the need of furnishing children with well-selected lists of books and have cooperated in the preparation of many lists.

It is not possible to furnish a list containing all of the books that boys and girls should read before they are 16, but the Bureau of Education offers as a guide the following reading course which is intended merely to furnish suggestions for selecting books for children.

This course may be divided into four separate courses. Readers are permitted to select any 10 books for each course. The first 10 books selected will be called Reading Course No. 30-A; the next 10, 30-B; the next, 30-C; and the last 10, 30-D. A certificate will be issued for each of the four courses completed in accordance with the general requirements for the home education reading courses of this bureau.

¹ Acknowledgment is due to Dean William S. Gray, Chicago University; Miss Laura Zirbes, Lincoln School, Teachers College; the book evaluation committee of the Children's Librarians' Section, American Library Association, for the special contributions they have made to this course; and to the librarians and educators who have given help and suggestions.

READING COURSE NO. 30

1. Little Women. Louisa M. Alcott.
2. Robinson Crusoe. Daniel Defoe.
3. Tanglewood Tales. Nathaniel Hawthorne.
4. Uncle Remus: His Songs and Sayings. Joel Chandler Harris.
5. Andersen's Fairy Tales. Hans Andersen.
6. The Jungle Book. Rudyard Kipling.
7. Alice in Wonderland. Lewis Carroll.
8. Treasure Island. Robert Louis Stevenson.
9. Just So Stories. Rudyard Kipling.
10. Heidi. Johanna Spyri.
11. The Arabian Nights.
12. The Adventures of Odysseus and the Tale of Troy. Padriac Colum.
13. The Oregon Trail. Francis Parkman.
14. Hans Brinker; or, The Silver Skates. Mary Mapes Dodge.
15. The Adventures of Tom Sawyer. Mark Twain.
16. Swiss Family Robinson. Johann David Wyss.
17. The Merry Adventures of Robin Hood. Howard Pyle.
18. Captains Courageous. Rudyard Kipling.
19. The Boy's King Arthur. Sir T. Malory.
20. Ivanhoe. Sir Walter Scott.
21. Aesop's Fables.
22. The Water Babies. Charles Kingsley.
23. A Child's Garden of Verses. Robert Louis Stevenson.
24. Master Skylark. John Bennett.
25. Little Men. Louisa M. Alcott.
26. The Little Lame Prince. Dinah Craig Mulock.
27. Gulliver's Travels. Jonathan Swift.
28. The Boys' Life of Abraham Lincoln. Helen Nicolay.
29. The Story of a Bad Boy. Thomas Bailey Aldrich.
30. The Adventures of Huckleberry Finn. Mark Twain.
31. The Prince and the Pauper. Mark Twain.
32. Grimm's Fairy Tales.
33. The Story of Dr. Dolittle. Hugh Lofting.
34. The Wonderful Adventures of Nils. Selma Lagerlof.
35. Joan of Arc. Mark Twain.
36. Rebecca of Sunnybrook Farm. Kate Douglas Wiggin.
37. The Man Without a Country. Edward Everett Hale.
38. Men of Iron. Howard Pyle.
39. Understood Betsy. Dorothy Canfield.
40. A Dog of Flanders. Ouida.

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If you live in any one of the following States, or in the Territory of Hawaii, instead of returning the application to the Bureau of Education send it to the address given for your State.

Arizona.—Extension Division, University of Arizona, Tucson, Ariz.

Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.

Colorado.—Elmore Petersen, Extension Division, University of Colorado, Boulder, Colo.

Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.

Indiana.—Walton S. Bittner, Extension Division, Indiana University, Bloomington, Ind.

Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.

Kansas.—Harriet M. Stevenson, Extension Division, University of Kansas, Lawrence, Kans.

Kentucky.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.

Louisiana.—J. O. Pettiss, Extension Division, State Normal College, Natchitoches, La.

North Carolina.—Russell M. Grumman, Extension Division, University of North Carolina, Chapel Hill, N. C.

North Dakota.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

- Oklahoma*.—Mrs. J. R. Dale, Secretary, Oklahoma Library Commission, Oklahoma City, Okla.
- Oregon*.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.
- South Carolina*.—B. L. Parkinson, Extension Division, University of South Carolina, Columbia, S. C.
- South Dakota*.—Garrett Breckenridge, Extension Division, University of South Dakota, Vermilion, S. Dak.
- Utah*.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.
- Virginia*.—Charles G. Maphis, Bureau of Extension, University of Virginia, Charlottesville, Va.
- Washington*.—F. F. Nalder, Extension Division, State College, Pullman, Wash.
- Wisconsin*.—Chester D. Snell, University Extension Division, University of Wisconsin, Madison, Wis.

LIST OF READING COURSES ISSUED BY UNITED STATES BUREAU OF
EDUCATION

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| 1. World's Great Literary Bibles. | 17. Foreign Trade. |
| 2. Great Literature, Ancient,
Medieval, and Modern. | 18. Dante. |
| 3. Miscellaneous Reading for
Parents. | 19. Master Builders of To-Day. |
| 4. Reading Course for Boys. | 20. Teaching. |
| 5. Reading Course for Girls. | 21. Twenty Good Books for Par-
ents. |
| 6. Thirty Books of Great Fic-
tion. | 22. Agriculture and Country Life. |
| 7. Thirty World Heroes. | 23. How to Know Architecture. |
| 8. American Literature. | 24. Citizenship and Government. |
| 9. Thirty American Heroes. | 25. Pathways to Health. |
| 10. American History. | 26. Sixty Selected Stories for
Boys and Girls. |
| 11. France and Her History. | 27. Poetical Literature for Boys
and Girls. |
| 12. Heroes of American Democ-
racy. | 28. Kindergarten Ideals in the
Home and School. |
| 13. The Call of Blue Waters. | 29. The Pre-School Child. |
| 14. Iron and Steel. | 30. Forty Books for Boys and
Girls. |
| 15. Shipbuilding. | |
| 16. Machine Shop Work. | |



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RAY LYMAN WILBUR, Secretary

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WILLIAM JOHN COOPER, Commissioner

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1931

FORTY BOOKS
FOR BOYS AND
GIRLS



READING
COURSE
No. 30
REVISED 1929

FORTY BOOKS FOR BOYS AND GIRLS

I.—Children like to be astonished, and ever since the world began, long before books were dreamed of, great story-tellers traveled up and down the land telling wonderful tales. Some of these tales have been sung and told and finally read, over and over again, for hundreds, even thousands of years. So it befalls that we, who like the old as well as the new, can read them with our children to-day. There are the ancient Greek myths, some of which Hawthorne has retold in his *Tanglewood Tales*; the German wonder tales collected by the brothers Grimm; weird stories from Scandinavia retold by Hans Christian Andersen; and all the stories of hot Arabian desert lands, with their picturesque walled and jeweled palaces and their camels bearing spices, in the *Arabian Nights*. All these were handed down by word of mouth for generations before they were recorded.

Then there are the newer tales which were written to be read from books: *The Water Babies*, *The Little Lane Prince*, *The Prince and the Pauper* (though this tale is an old one, too), and the *Wonderful Adventures of Nils*, holiday friends all, with whom we may escape to the "Never, never land."

1. *Tanglewood Tales*. Nathaniel Hawthorne.
2. *Andersen's Fairy Tales*. Hans Christian Andersen.
3. *The Arabian Nights*.
4. *The Water Babies*. Charles Kingsley.
5. *The Little Lane Prince*. Dinah Craig Mulock.
6. *The Prince and the Pauper*. Mark Twain.
7. *Grimm's Fairy Tales*.
8. *The Wonderful Adventures of Nils*. Selma Lagerlof.

II.—Do you wonder that the little boy ran away, night after night, from that great luxurious house of his father to old black Uncle Remus's smoky cabin to hear about Miss Meadows and the Gals and How Brer Bar Los' He Tail? And do you wonder that Mogli rejoiced as he ran with the pack in the *Jungle Book*? And are there not times when you would like to be a white seal yourself and have a long time to turn things over in your mind? The humans did not seem to need Dr. Dolittle to cure them of their ills, so he took refuge with the animals. They, of course, had a great time being cured by him. *Æsop's* beasts may tell us the truths we could not bear

to hear from the lips of men! Do we not all rejoice in the spunk of the animal who came out of the sea to put the great Solomon in his place in the Just-so Stories? And how our hearts bleed for the Dog of Flanders and his little master Nello!

9. *Æsop's Fables.*
10. *Uncle Remus: His Songs and His Sayings.* Joel Chandler Harris.
11. *The Jungle Book.* Rudyard Kipling.
12. *Just-so Stories.* Rudyard Kipling.
13. *The Story of Dr. Dolittle.* Hugh Lofting.
14. *A Dog of Flanders.* Ouida.

III.—Great wonder tales have been written of men who sail the seas, in order that those who sit at home may read and marvel at their exploits. Odysseus was the first of these great ones. He lived on the island of Ithaca; and another dweller on a sea-girt isle, Padraic Colum, of Dublin, has beautifully retold this tale for boys and girls and grown-ups of to-day. Stevenson caught the very spirit of the pirate-swarmling seas in *Treasure Island*; Defoe caught it in *Robinson Crusoe* long before; and some shipwrecked traveler longed for the comforts of home on a desert island, and the result was *Swiss Family Robinson*. Then we have the stories of misfits in *The Man Without a Country* and *Captains Courageous*. There were the vast open spaces, too, of continents to be explored, broad wastes of land holding as many terrors to overcome as did the ocean. Of these Francis Parkman wrote in the *Oregon Trail*.

15. *The Adventures of Odysseus and the Tale of Troy.* Padraic Colum.
16. *Treasure Island.* Robert Louis Stevenson.
17. *Robinson Crusoe.* Daniel Defoe.
18. *The Swiss Family Robinson.* Johann David Wyss.
19. *The Man Without a Country.* Edward Everett Hale.
20. *Captains Courageous.* Rudyard Kipling.
21. *The Oregon Trail.* Francis Parkman.

IV.—When the world became too rough to be tolerated, even by spearmen in coats of mail riding swift horses, a gentler spirit stirred in men's hearts and the age of chivalry began to dawn. Great tales have been written of the rough and of the gentle when chivalry was abroad in the land. King Arthur was its great beginning hero far back in legendary times. About him and his round table great songs still are sung and great pictures painted. And after Arthur came Robin Hood of the ballads, that great-hearted outlaw whom Richard Cœur de Lion is said to have known, Richard of whom we read

in Sir Walter Scott's *Ivanhoe*. Over in France rode Joan of Arc, prophetess, warrior, and patriot. Our own Howard Pyle has set forth the training of youth for such a life in his hero tale, *Men of Iron*.

- 22. *The Boy's King Arthur*. Sir Thomas Malory.
- 23. *The Merry Adventures of Robin Hood*. Howard Pyle.
- 24. *Ivanhoe*. Sir Walter Scott.
- 25. *Joan of Arc*. Mark Twain.
- 26. *Men of Iron*. Howard Pyle.

V.—But adventure often lurks in country dooryards hidden by the lilacs of New England, or in quiet valleys shadowed by Alpine peaks. Such adventure may be found in *Little Men* and *Little Women*, in *Rebecca of Sunnybrook Farm*, in *Understood Betsy*, with *Heidi* playing with the goats on the Swiss mountain slopes; or, of a more masculine variety, in *Tom Sawyer*, in *Huckleberry Finn*, in *The Story of a Bad Boy*, in *Hans Brinker*, of Holland, and in *Master Skylark*, of Shakespearean England. Adventure, mingled with many a hardship overcome, also may be found in Nicolay's *Boys' Life of Abraham Lincoln*. Even a child by himself in a garden may have adventures, the best of all perhaps, if he be of the stuff of the child alone in Stevenson's *A Child's Garden of Verses*.

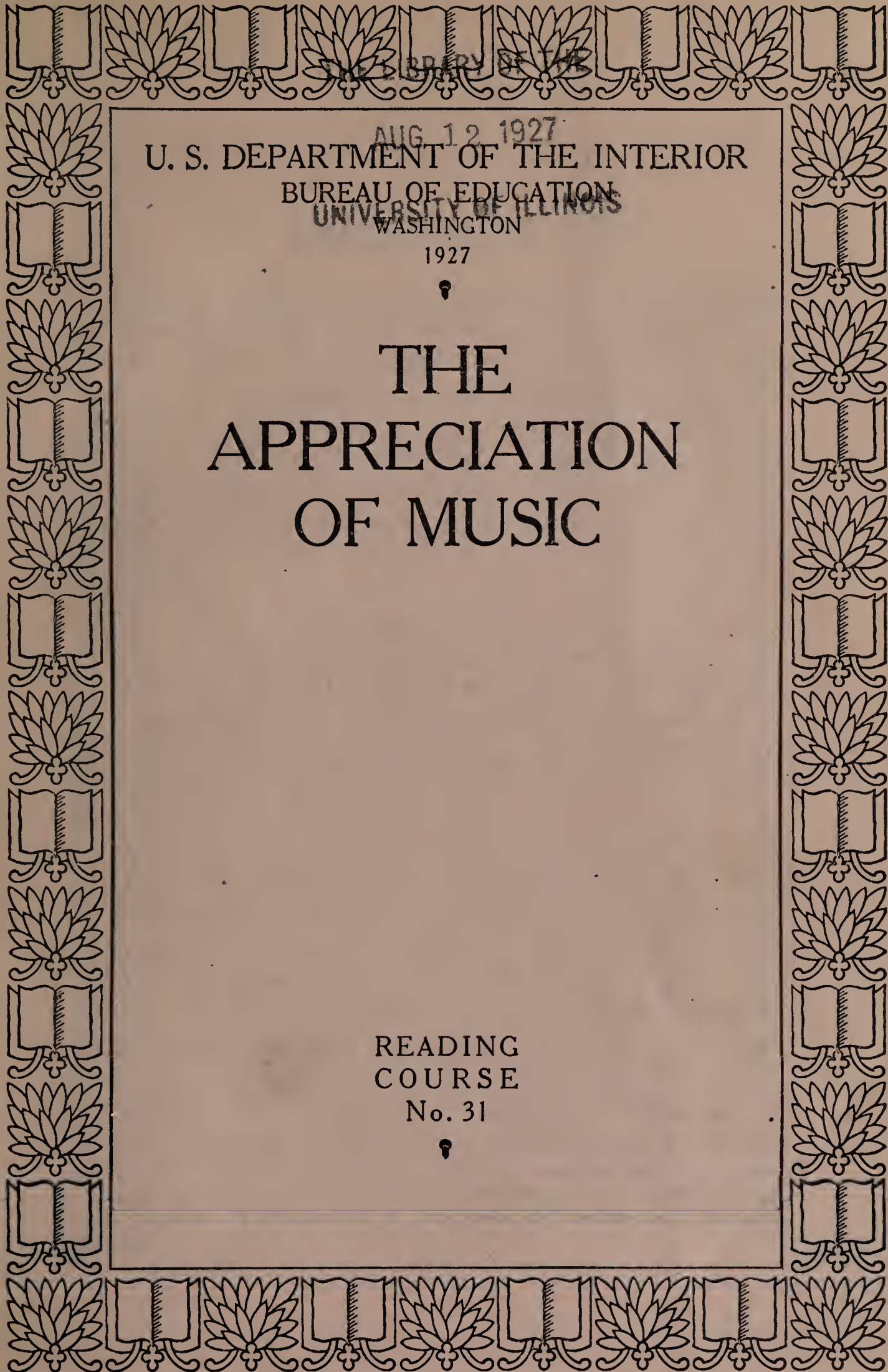
- 27. *Little Men*. Louisa M. Alcott.
- 28. *Little Women*. Louisa M. Alcott.
- 29. *Rebecca of Sunnybrook Farm*. Kate Douglas Wiggin.
- 30. *Understood Betsy*. Dorothy Canfield.
- 31. *Heidi*. Johanna Spyri.
- 32. *The Adventures of Tom Sawyer*. Mark Twain.
- 33. *The Adventures of Huckleberry Finn*. Mark Twain.
- 34. *The Story of a Bad Boy*. Thomas Bailey Aldrich.
- 35. *Hans Brinker; or, The Silver Skates*. Mary Mapes Dodge.
- 36. *Master Skylark*. John Bennett.
- 37. *The Boys' Life of Abraham Lincoln*. Helen Nicolay.
- 38. *A Child's Garden of Verses*. Robert Louis Stevenson.

VI.—In a class by themselves must be put *Gulliver's Travels* and *Alice in Wonderland*. Children will read these two from pure delight in the fantastic happenings, while for grown-ups the stories will contain all sorts of hidden meanings and satire both sweet and bitter.

- 39. *Gulliver's Travels*. Jonathan Swift.
- 40. *Alice in Wonderland*. Lewis Carroll.



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U. S. DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON
1927

THE APPRECIATION OF MUSIC

READING
COURSE
No. 31

THE APPRECIATION OF MUSIC¹

When we speak of the appreciation of music it must be understood that we have in mind three elements, three kinds or manners of experience, each a source of pleasure which can, in a general way, be distinguished from the other two. The first is the physical perception of tone—pure, balanced, and shaded tone. A single tone uttered by a great singer or drawn from a violin by a great performer may give intense pleasure quite apart from its connection with other tones or from what we call musical expression.

The second consists in recognition of the composer's skill in the construction of his work, as shown in the richness and variety of the harmony, in the ingenuity and imagination in the combination and succession of melodies or themes in building up an intricate design; also recognition of technical skill on the part of a player or a singer.

The third element is the emotional reaction, the response of the feeling nature, the consciousness that what is perceived by the sense of hearing and grasped and organized by the understanding is beautiful and is intended for pleasure and joy. The music seems to the hearer not merely charming in sound and interesting in construction, but also expressive. He feels that there was some thought or longing or other emotion in the composer's mind which he was trying to reveal and to call forth an answering emotion in the mind of the lis-

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tener. If the music is worthy, the hearer may be conscious of a stirring of his finer nature and may believe that there results a permanent enrichment of his mind and spirit. Some pieces of music appeal most strongly to the first or sensuous element; some (for instance a fugue) to the second or intellectual element; others (we may instance the higher types of religious music) to the third.

Everyone who wishes to advance in the love and appreciation of music should give heed to all of these factors of enjoyment. Many teachers of music and writers of books on musical appreciation are inclined to neglect the third factor. A technical knowledge of the methods of the art of sculpture is not needed to enjoy the beauty of the Venus di Milo. The same principle holds in music. The student, therefore, is urged to remember that some knowledge of the second element of appreciation will add another species of enjoyment to the other two, but is not a substitute for them; that a true appreciation of music is to be developed not by reading about music, but by hearing music; and that one's duty is to avoid harsh and trivial music, to use every opportunity for hearing fine music, and in hearing it to give oneself frankly and sympathetically to the beauty it reveals and the joy it affords.

The accompanying list of books might easily be extended, but the selection is based on the foregoing principles, and it is believed that a reading of these books will provide inspiration as well as instruction. This course may be divided into two separate courses. Readers are permitted to select any five books for each course. The first five books selected will be called Reading Course No. 31-A; the second five, 31-B. A certificate will be issued for each of the two courses completed

in accordance with the general requirements for the home reading courses of this bureau.

READING COURSE NO. 31

1. (The) Fundamentals of Music. Karl W. Gehrken. Boston, Oliver Ditson Co., 1924. 211 p.

A handbook for students and general readers, consisting of a readable presentation of the fundamentals of music, treating in a practical, interesting way the elements of music, etc.

2. How to Listen to Music. Henry Edward Krehbiel. New York, Charles Scribner's Sons, 1925. 323 p.

This book is for those who love music but who have not studied it with professors. It contains hints and suggestions to untaught lovers of art.

3. Introduction to Music Appreciation and History. Dorothy Tremble Moyer. Boston, Oliver Ditson Co., 1925. 141 p.

The purpose of this book is to trace in nontechnical language the story of music from its origins down to the present time. It may be used by individuals or groups.

4. (The) Listener's Guide to Music. Percy Alfred Scholes. New York, Oxford University Press, 1925. 110 p.

Contains a concert goer's glossary.

5. Music and Life. Thomas Whitney Surette. Boston, Houghton Mifflin Co., 1917. 250 p.

"The author endeavors to set forth the common grounds upon which all art rests and to tempt those who are interested in other arts to become inquisitive about music."

6. (The) Musical Amateur. Robert H. Schaufler. Boston, Houghton Mifflin Co., 1911. 261 p.

This is characterized as a book on the human side of music. Contains chapters on the evolution of a musical amateur; fiddler's lure; the creative listener; the destructive listener; the musical temperament and its drawbacks, etc.

7. (The) Orchestral Instruments and What They Do. Daniel Gregory Mason. New York, The H. W. Gray Co., 1926. 104 p.

Consists of chapters on the nature of sound; constitution of the orchestra; stringed instruments; wood-wind instruments; brass instruments; percussion instruments, etc. The purpose of this book is to assist the concert goer in recognizing the various orchestral instruments by sight and by hearing, and to stimulate his perception of the beauties of orchestral music.

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10. (The) *Standard Concert Guide.* George P. Upton. Chicago, McClurg, 1917. 432 p.

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A symposium in which some of the greatest singers, pianists, violinists, and teachers reveal the secret of their success. Chapters deal with such subjects as: (1) Does music pay? (2) Are great artists happy? (3) Two Swedish nightingales. (4) Italian prima donnas, etc.

12. *What is Good Music?* William J. Henderson. New York, Charles Scribner's Sons, 1925. 198 p.

Contains comments on criticism as opposed to enjoyment; growth of the desire to understand music; living with good music; condition of the uninstructed listener, etc.

Requirements.—Each person should first secure from the United States Bureau of Education, Washington, D. C., a copy of the reading course, an enrollment blank, and the circular containing requirements. The blank should be filled and returned to the Bureau of Education, or, if readers live in any of the States named below, to their respective States. Notice should be given when each book is begun, and when the book is completed a summary should be prepared and submitted as evidence of the reading. For readers in circles special arrangements are made. The Bureau of Education does not

furnish the books, and if they can not be obtained from a local or a State library it will be necessary for the reader to buy them.

If you live in any one of the following States, or in the Territory of Hawaii, instead of returning the application to the Bureau of Education send it to the address given for your State.

Arizona.—Max P. Vosskuhler, Extension Division, University of Arizona, Tucson, Ariz.

Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.

Colorado.—Elmore Petersen, Extension Division, University of Colorado, Boulder, Colo.

Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.

Indiana.—Walton S. Bittner, Extension Division, Indiana University, Bloomington, Ind.

Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.

Kansas.—Harriet M. Stevenson, Extension Division, University of Kansas, Lawrence, Kans.

Kentucky.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.

Louisiana.—J. O. Pettiss, Extension Division, State Normal College, Natchitoches, La.

Michigan.—John D. Willard, Continuing Education, Michigan State College, East Lansing, Mich.

Missouri.—Charles H. Williams, Extension Division, University of Missouri, Columbia, Mo.

North Carolina.—Russell M. Grumman, Extension Division, University of North Carolina, Chapel Hill, N. C.

North Dakota.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

Oklahoma.—Mrs. J. R. Dale, Secretary, Oklahoma Library Commission, Oklahoma City, Okla.

Oregon.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.

South Carolina.—B. L. Parkinson, Extension Division, University of South Carolina, Columbia, S. C.

South Dakota.—Garrett Breckenridge, Extension Division, University of South Dakota, Vermillion, S. Dak.

Utah.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.

Virginia.—George B. Zehmer, Bureau of Extension, University of Virginia, Charlottesville, Va.

Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.

Wisconsin.—Chester D. Snell, University Extension Division, University of Wisconsin, Madison, Wis.

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| 1. World's Great Literary Bibles. | 17. Foreign Trade. |
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REPRINTED OCTOBER, 1927

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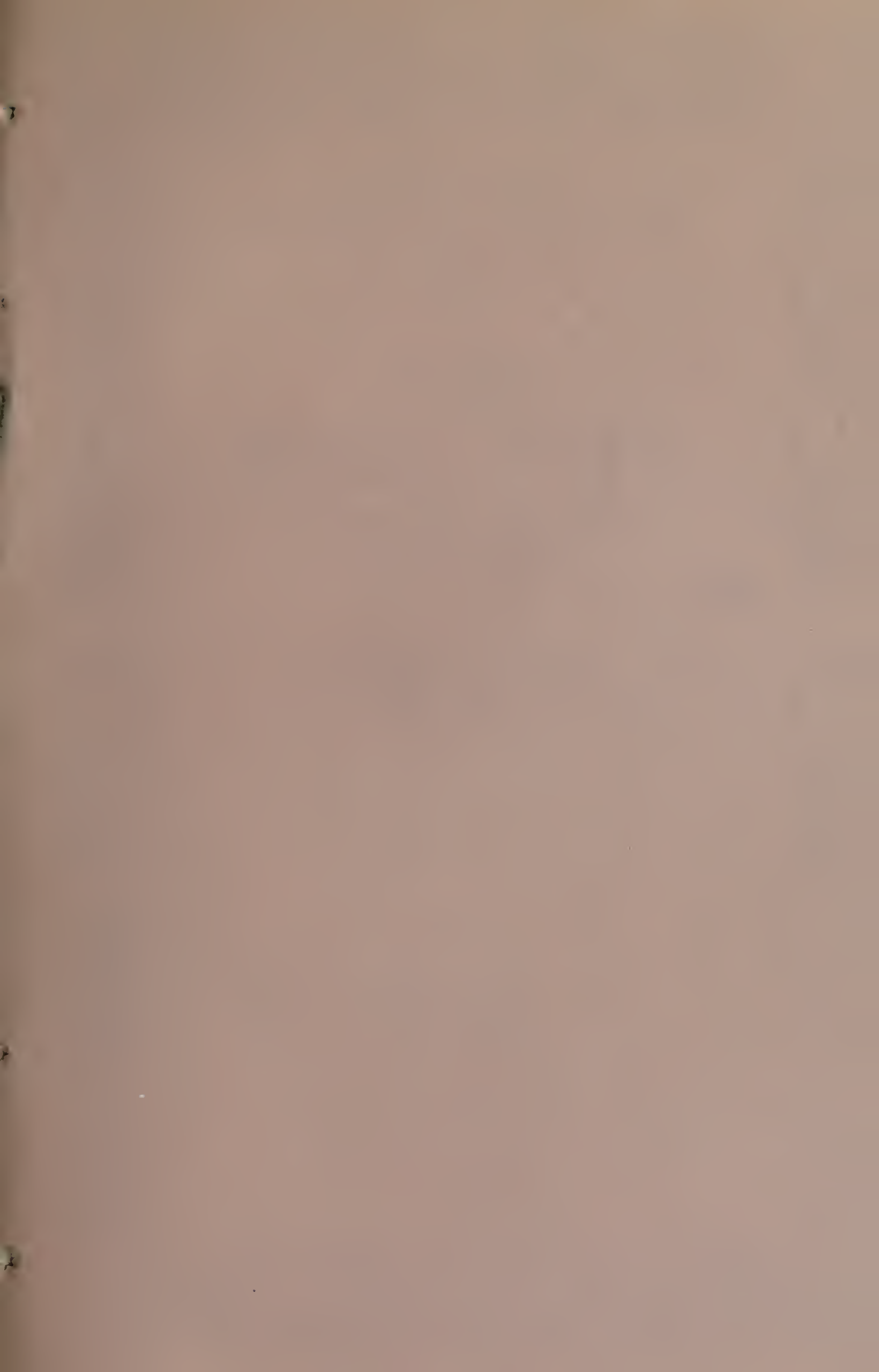
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UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION
WASHINGTON

THE WHOLE CHILD

A READING COURSE
FOR PARENTS

By

ELLEN C. LOMBARD

ASSOCIATE SPECIALIST IN HOME EDUCATION
OFFICE OF EDUCATION

READING
COURSE
No. 32

REVISED 1931

THE PROBLEMS of the child are not always the problems of the child alone. In the vision of the whole of our social fabric, we have loosened new ambitions, new energies; we have produced a complexity of life for which there is no precedent. With machines ever enlarging man's power and capacity, with electricity extending over the world its magic, with the air giving us a wholly new realm, our children must be prepared to meet entirely new contacts and new forces. They must be physically strong and mentally placed to stand up under the increasing pressure of life. Their problem is not alone one of physical health, but of mental, emotional, spiritual health.

—PRESIDENT HOOVER.

*White House Conference on Child Health
and Protection, 1930.*

THE WHOLE CHILD

A READING COURSE FOR PARENTS

This leaflet is offered for the purpose of bringing to the attention of parents and others concerned with the education of young children a few books which present the viewpoints of experts on some aspects of child life. It is through their daily situations calling for innumerable adjustments that parents are brought face to face with their need for help.

In the selection of books for this course an attempt has been made to satisfy the expressed needs of parents for a better understanding of the motives underlying the conduct of their children, for help in analyzing their daily situations, and for suggestions as to what favorable home conditions might be created to insure so far as possible the normal development of their children.

Since children are educated in one way or another, wherever they spend their time, it is important that parents keep themselves thoroughly informed as to conditions under which their children play in the street, in the playground, and in the community, as well as in the home.

Time was when the period of education was interpreted to mean formal education of the school or college, but modern interpretation of education comprehends the whole span of life.

Parents have the actual or nominal supervision of children between birth and 18 years of age, 151,380 hours,

while teachers have them during the same period only 6,300 hours.¹ How much greater responsibility then rests with the parents than with teachers.

With the home as a laboratory and with books as guides, parents may proceed with the study of their problems. No single book will furnish the knowledge with which to meet all daily situations, nor will any combination of books. In the selection of the books in this course the Office of Education has had the advice of experts in child psychology and parental education. All questions refer to the subject matter in the respective books. The references at the end of the course are for persons who are interested to read further on these subjects. Some of the topics are discussed in more than one of the books listed. This affords readers the opportunity of comparing the authors' viewpoints. Articles on the same topics are frequently to be found in current newspapers and periodicals.

Suggestions to readers.—(1) Read the introduction and the preface; (2) read the book through and answer the questions; (3) look up references; (4) compare the views of one author with those of another and with your own experiences and opinions on the subject; (5) discuss the important points with your friends and neighbors; (6) keep a special notebook in which to jot down problems as they arise.

Blanton, Smiley, and Blanton, Margaret Gray. *Child guidance.* New York, Century co., 1927. 301 pp.

How to guide normal children so that they may make a successful and happy adjustment in life is the general problem the authors of this book are trying to help parents to solve. The models set for children depend upon the habits, attitudes, and behavior of their parents and

¹ These figures are based upon statistics of the U. S. Office of Education assuming the average length of public-school life to be about seven years of 180 days each, five hours per day.

other members of the family group. Fears, likes, dislikes, and other manifestations of childhood reflect the patterns set before them.

This book may be used as a text in child psychology for college, for study groups, for extension classes, or for individuals who wish to read alone.

QUESTIONS

1. When does the education of a child begin?
2. How do children acquire fears, likes, dislikes?
3. What is said of food peculiarities and how to avoid or correct them?
4. What factors contribute to enuresis, according to the text, and what helps form good habits in excretory functions?
5. What effect has variation of sleeping schedule upon a child?
6. By what process does a child form judgment of things?
7. In what ways may a child's walking be (1) hindered; (2) encouraged?
8. How may the comforts of adults be maintained in small living quarters without restricting the activities of a child?
9. How should information about sex be given and at what age should it be given?
10. How shall unserviceable habits of children be broken down?
11. What treatment should be given a child (1) of inferior intelligence; (2) of superior intelligence?
12. What endangers a child's happy adjustment in life, according to the authors?
13. How do adults unconsciously contribute to the training of children in contentment and security?
14. What is the purpose of making a personality study of parents and child?

GENERAL QUESTIONS

From what patterns do children get their attitudes and behavior? What physical conditions are required for the needs of normal children? How may the methods suggested by the authors be adapted to the conditions under which your children must live?

REFERENCES

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- Ch. XIII. Social attitudes in the preschool period and the development of personality.

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Thom, Douglas A. Child management. Washington, D. C., Children's Bureau, Department of Labor. Bureau publication No. 143. 1928. 47 pp.

Habits, pp. 1-3; feeding, pp. 8-10; enuresis, pp. 11-17; jealousy, fear, anger, pp. 18-28; sex instruction, pp. 29-38.

Thom, Douglas A. Everyday problems of the everyday child. New York, Appleton, 1927. 349 pp.

The author tries to show parents their part in making the environment of children most favorable to their normal growth. Tantrums, feeding peculiarities, jealousies, and all of the attitudes and habits common to growing children are discussed in the light of scientific knowledge of child development.

QUESTIONS

1. What is the author's attitude toward the relative influence, upon a child, of heredity and environment?
2. What are some of the methods that might be employed in order to establish desirable habits in children? To what extent are parents' emotional attitudes responsible for the formation, by their children, of undesirable habits?
3. How may the absolute dependency of a young child be terminated and why should this be done? What errors in parent-child relationship are pointed out?
4. What type of response would be expected from an (a) oversolicitous mother; (b) domineering, strict father? What determines the success of training given to children?
5. What are some of the best methods of breaking down the habits of thumb sucking and nail biting? What type of obedience does the author consider is desirable? Why has corporal punishment proved itself unsatisfactory as a general disciplinary measure?
6. What do temper tantrums indicate? What is the cause of the destructive, incapacitating fears of childhood? Of what is jealousy the result?
7. Explain the difference between destructiveness and purposeful play. What is the cause of destructive tendencies?
8. How does the feeling of inferiority manifest itself in children?

9. How may spasms and convulsions in children be prevented?
10. What help does the author give on the problems of stealing, lying, and truancy?
11. What attitude of mind should be developed in children in order to aid their easy adjustment in school? What does failure in school imply?
12. In what ways may the psychological test be utilized?
13. What results when a child's individuality is smothered and suppressed by continual anticipation of his wishes?
14. What suggestions are made for the selection of suitable toys?

GENERAL QUESTIONS

On what aspect of child life does the author concentrate? By what means may parents expect permanent results in their efforts to establish right habits in their children?

REFERENCES

- Laws, Gertrude. Parent-child relationships. A study of the attitudes and practices of parents concerning the social adjustment of children. New York, Bureau of Publications, Teachers College, Columbia University, 1927. 57 pp.
- Popenoe, Paul. The child's heredity. Baltimore, Md., Williams & Wilkins co., 1929. 316 pp.
- Wiggan, Albert Edward. The fruit of the family tree. Indianapolis, Ind., Bobbs-Merrill co., 1929. 31 pp.
- Richardson, Frank Howard. Parenthood and the newer psychology. New York, Putnam, 1926. 194 pp.

Doctor Richardson, out of his experience in dealing with problems of children, has written this book to help the ordinary American father and mother to detect symptoms of mental and other disturbances evidenced by the conduct of their children and to trace these disturbances to their sources. He points to the need of improvement of the home where the child during his most plastic age receives his most important training and to the need of parents following their children in spirit to school in order to get first-hand information of how their children are being educated.

QUESTIONS

1. What does a psychologist understand as included under the term "love"?
2. In what three ways may the emotional development be arrested?
3. What is the term for giving, after an action, a reason which is not the true cause of the action?

4. Which is more important in impressing children, example or precept?
5. What is the earliest model upon which later conceptions of religious ideas are formed?
6. What is meant by "introvert" and "extravert"? Illustrate.
7. What are the characteristics of a well-disciplined man? A well-disciplined child? Illustrate. At what age do you think the latter turns into the former?
8. Are psychology and common sense mutually exclusive?

GENERAL QUESTIONS

What does the "newer psychology" mean as interpreted by the author? What two antagonistic phases or counter currents of life must be recognized by educators of children in order to meet the problems of development?

REFERENCES

- Fenton, Jessie C. A practical psychology of babyhood. Boston, Houghton Mifflin, 1925. 341 pp.
- Groves, Ernest R. Wholesome parenthood. Boston, Houghton Mifflin, 1929. 320 pp.
- Ch. XIII, Introversion and extraversion, pp. 258-275; personality and social adjustments, pp. 75-78.
- Watson, John B. Psychological care of infant and child. New York, Norton & co., 1928. 195 pp.
- Ch. 3. The dangers of too much mother love, pp. 69-87.

Myers, Garry Cleveland. The learner and his attitude. New York, Benjamin H. Sanborn & co., 1925. 407 pp.

When the parent, or teacher, has discovered how to control the wishes of children, the problem of controlling conduct has been solved. In discussing "The learner and his attitude" the author deals with how to help children overcome delusions as to their motives of action; how to build up an appreciation of the personalities and achievements of others; the tendency to evade consequences by blaming others; how to transfer wishes for undesirable things by offering attractive substitutes; how learning morale may be destroyed by an unsympathetic or thoughtless parent, or teacher. This book is for parents, teachers, social workers, and students in teacher training.

QUESTIONS

1. How would the author control the conduct of a child who wanted something not good for him? Would this method be successful at all periods of the individual's career?

2. To what extent does the genuinely popular teacher affect the work of her pupils? How may parents and teachers hold the personal confidence of their children?
3. How does the teacher's, or parent's, attitude affect the children? How may learning morale be destroyed?
4. In promoting learning and controlling conduct, what are the relative values of praise and reproof?
5. What human traits are back of rivalry? Is there danger to conduct in the appeal to rivalry?
6. How may the power of observation be developed?
7. How may habits of concentration best be stimulated?
8. Why do children seek new experiences in play? To what do new experiences lead?
9. What part does imitation play in the control of conduct? Why should children be induced to complete their play projects?
10. Why should children be encouraged to have many companions of their own age?
11. How are children often misunderstood, and what effect might misunderstandings have upon the conduct and character of the school?
12. What human traits are developed in response to positive suggestions? What opportunities for effective application of positive suggestion are there in the home and classroom?
13. What human frailties tend to prevent relaxation? What happens when people have a mania for being busy and keeping others busy?
14. What can be done to develop likableness in children? Why are not those most intelligent always chosen leaders?

GENERAL QUESTIONS

How would the author call forth the learner's best abilities?
What influence over fears has the development of skills?

REFERENCES

- Groves, Ernest R. *Wholesome parenthood*. Boston, Houghton Mifflin, 1929. 320 pp.
Ch. 1. What is childhood, pp. 1-31.
- Rand, Winifred, Sweeny, Mary E., and Vincent, Elizabeth Lee. *Growth and development of the young child*. Philadelphia, W. B. Saunders, 1930. 394 pp.

Wickes, Frances G. *The inner world of childhood.* New York, Appleton, 1927. 379 pp.

Ch. III. Early relationships, pp. 52-83.

Gilbreth, Lillian M. *The home maker and her job.* New York, Appleton, 1927. 154 pp.

The author characterizes home making as the "finest job in the world." The part that the home takes in the development of the whole family depends largely upon the home maker. The purpose of this book is to apply to every task practical methods of eliminating waste of energy and a philosophy of home making which will add satisfaction and interest to every duty of mothers.

QUESTIONS

1. How may a home maker satisfy the desire of members of the family to express themselves within the home, outside of performing the "prescribed chores" set for them?
2. What suggestions may be applied to the home to increase the satisfaction of the whole family?
3. How does the writer measure each member of the family? What helps or hindrances make up the assets and liabilities of home life?
4. What are some evidences of an efficient household? How much work may be delegated to the children?
5. How may the home maker bring the right jobs and personalities together? How may distasteful tasks be made attractive to a boy or girl?
6. What is the value, for a family, of a program of fixed dates with a "long look ahead" over haphazard planning?
7. Would a study, such as is suggested in this book, help in arousing interest and cooperation in your family?
8. What contributes to fatigue of the home maker? What results in the home from the use of a budget and the application of engineering methods in home making?

GENERAL QUESTIONS

Could the author's ideas of engineering a household be put into practical use in the average home? Which of them could you use?

REFERENCES

Canfield, Dorothy. *The home-maker*. New York, Harcourt Brace, 1924. 320 pp.

Seham, Max, *and* Seham, Grete. *The tired child*. Philadelphia, Lippincott, 1926. 342 pp.

SUPPLEMENTARY MATERIAL FOR READING AND STUDY

GUIDES TO THE ORGANIZATION AND METHODS OF CONDUCTING STUDY GROUPS

Bott, Helen, Chant, Nellie, *and* Johnson, Lily. *Aims and methods in parent education*, New York, National Council of Parent Education, 1930. 53 pp.

Contains sections on (1) the aims of parent education; (2) group discussion as a method; (3) investigation through groups and in the home; (4) function of the library, a bibliography, and outline of courses used.

Child study groups. *A manual for leaders*. New York, Child Study Association of America, 1926. 31 pp.

Useful to leaders who are organizing programs for child study.

A manual for the organization of study groups. Minneapolis, Minn., Institute of Child Welfare, University of Minnesota, 1928. 19 pp.

A brief circular indicating to leaders ways of organizing and conducting study groups.

Smith, Helen C., *and* Kent, Druzilla. *Discussion outlines for pre-school study groups*. Little Rock, Ark., State Department of Education, 1929. 27 p.

Practical outlines for discussion of problems of preschool period of childhood.

BOOKS CONTAINING BRIEF DISCUSSIONS OF DAILY PROBLEMS OF PARENTS PRESENTED IN FAMILIAR TERMS FOR LAY READERS USEFUL AS BASIC MATERIAL FOR DISCUSSION GROUPS OF PARENTS

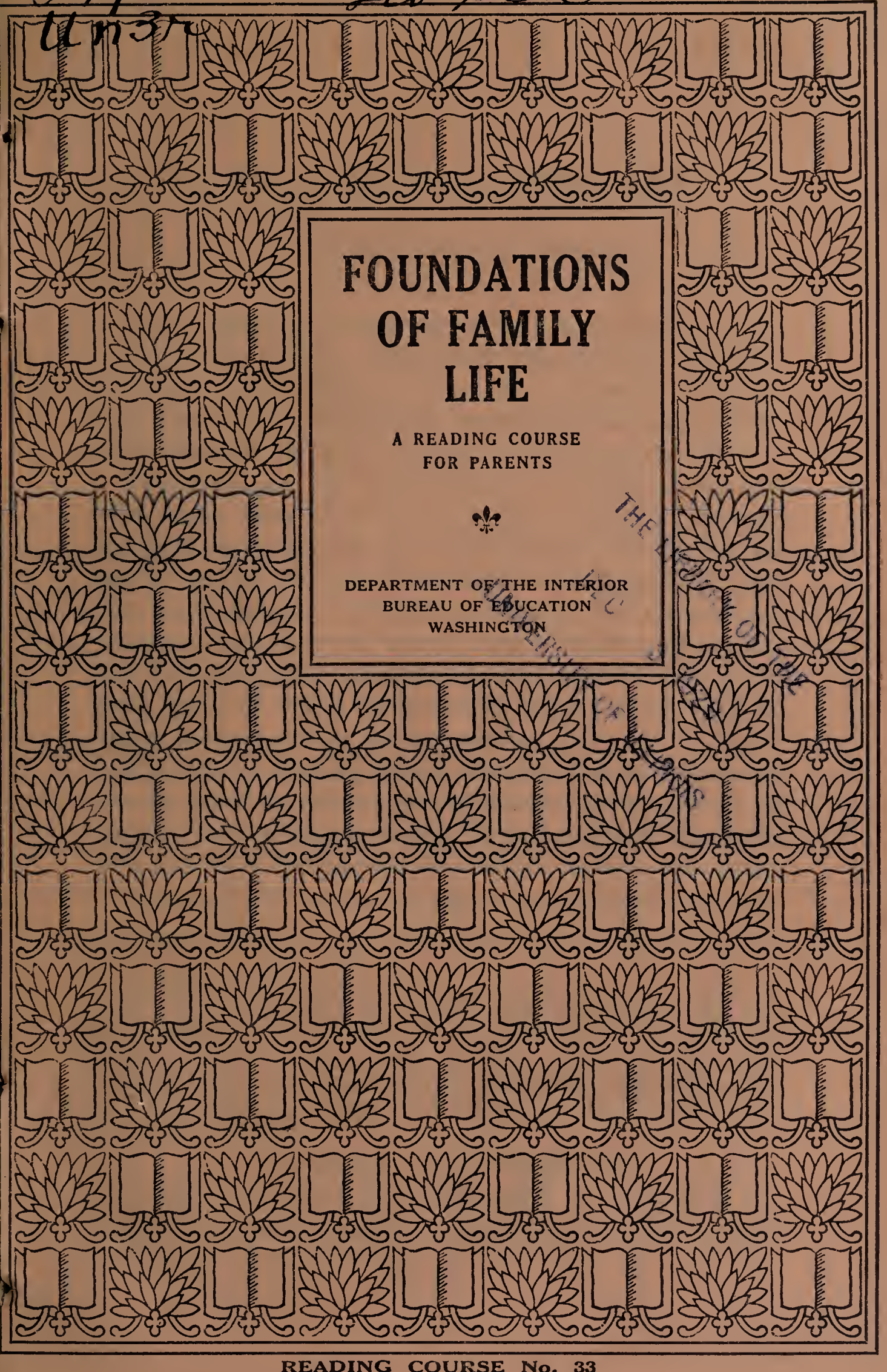
Arlitt, Ada Hart. *The child from one to six*. New York, McGraw-Hill, 1930. 188 pp.

Groves, Ernest R., *and* Groves, Gladys, Hoagland. *Wholesome childhood*. Boston, Houghton Mifflin, 1924. 183 pp.

- Myers, Garry Cleveland. The modern parent. New York, Greenberg, 1930. 419 pp.
- O'Shea, M. V. Newer ways with children. New York, Greenberg, 1929. 419 pp.
- Patri, Angelo. School and home. New York, Appleton, 1925. 220 pp.
- Richardson, Frank Howard. The nervous child and his parents. New York, Putnam's Sons, 1928. 400 pp.



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FOUNDATIONS OF FAMILY LIFE

A READING COURSE
FOR PARENTS



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FOUNDATIONS OF FAMILY LIFE

A Reading Course for Parents

It is a matter of national concern that homes should function successfully. Success or failure lies in the hands of fathers and mothers who are the partners in developing family life. Manifestly, anything that can be done to strengthen the work of parents is of importance.

Opportunities for the education of parents in line with their interests and tasks are increasing: Courses in child development are multiplying; centers for research in child life offer consultation for parents; parents have organized on a large scale to study their own problems and seek the advice and assistance of experts who have prepared authoritative literature in child problems some of which is issued in terms which may be easily understood by the lay reader.

This short reading course entitled "Foundations of family life" is offered to individuals or to groups of parents for reading or study. It lists a few of the books now available for parents who desire to have some basis of authority in laying plans for successful family life.

Gilbreth, Lillian M. Living with our children. New York, Norton & Co., 1928. 309 p.

This is a survey of home planning for the happiness of the family as a whole and for each member of it. It deals with preschool education, not as such but in its bearing upon the whole family. The child represented in this book is "born belonging." He takes his place immediately with his father and mother in this group project—the family. Here he is given every possible opportunity through scientific planning to learn how to live successfully.

QUESTIONS AND SUGGESTIONS

1. What facts about the past generations of the partners in a family group may be useful in developing the family project? Analyze your family project.

2. How may the simple duties of the home be used to educate the young child?

3. Name some of the advantages and disadvantages of the use of "adequacy tests" in the home.

4. Name some of the life situations which home training may help a child to meet effectively.

5. What results from discussion of unpleasant topics, at meal-time; before going to bed; or before going to school?

6. How may a child be taught to measure the value of (a) time; (b) space; (c) health; (d) property; (e) honesty; (f) good habits; (g) group activities?

7. Of what value are family councils in (a) deciding questions for the common good; (b) in training the children; (c) in helping to an understanding of freedom?

8. Discuss the value of competition and rewards in giving children a sense of justice.

9. What are some of the evidences by which the family group may judge of its own achievements?

10. What great stabilizing belief should guide the life of each individual to an appreciation of government, of heroic character, and of art?

Rose, Mary Swartz. Feeding the family. New York, Macmillan Co., 1924. 487 p.

Prepared for housewives not only that they may know what food values are and what food does for the body, but also that they may have at hand some information on the special food requirements of a typical family group.

QUESTIONS AND SUGGESTIONS

1. What digestive process takes place in the mouth, the stomach, in the small and large intestines?

2. What are the relative merits of feeding the baby on (a) mother's milk; (b) cow's milk; (c) patent foods? In what way and under what conditions should each be supplemented?

3. How may the child's diet be extended in the first and in the second year?

4. After reading chapter 7, prepare a three-meal menu, giving quantities for a 4-year-old child.

5. What modifications should be made to meet the needs indicated by bodily weight or to supply certain calories or vitamins?

6. What additions may be made to the diet of a child from 5 to 7 years of age, and what foods should still be kept from it?

7. Between 8 and 12 years of age, what changes come into a child's life to make proper feeding more difficult?

8. What effect has diet upon the process of growing old; especially in relation to vitamin A?

9. Show how knowledge of the following subjects may be useful in feeding the family: (a) Market values and fuel values; (b) physiology of digestion; (c) hygiene; (d) psychology.

10. What facts about the family group might help to decide its daily food need as to (a) quantity; (b) cost; (c) variety?

Watson, John B. The psychological care of infant and child. New York, Norton & Co., 1928. 195 p.

It takes only a very short time to mar the personality of a young child. Parents need to know the danger signals for tantrums and a hundred other manifestations of mental disturbance in order to guide their children successfully. This book is scientific but it is written in popular form for parents.

QUESTIONS AND SUGGESTIONS

1. Describe the tests used in this book which can be used by a mother at home.

2. Are fears inherent in each newborn child? How are they engendered in the home; how may they be prevented and how cured when acquired?

3. What are the dangers of excessive kissing and petting of infants?

4. What are the most serious errors in the prevailing night-time and daytime care of children? What remedies can you suggest, especially in the personal habits?

5. How much sex instruction should be given to children in the preschool period and how should it be given?

6. What practices described in this book especially commend themselves to you and why do you think such practices would be especially helpful to the present-day young American?

Holt, L. Emmett; Lobenstein, Ralph; Burkhart, Harvey J.; and Shaw, Henry L. K. The happy baby. New York, Dodd, Mead & Co., 1924. 120 p.

That parents need more sound health education was the belief of Doctor Holt when he offered this book to supplement the knowledge which parents often possess but do not always use. Simple and scientific aids to the care and safety of mothers and their young babies are given in seven brief chapters.

QUESTIONS AND SUGGESTIONS

1. What desirable habits may be established and what undesirable habits may be avoided during the baby's first week?

2. What precautions should be taken by the pregnant mother in (a) work; (b) exercise; (c) diet; (d) clothing; (e) bathing?

3. What precautions should be taken during the lying-in period in (a) diet; (b) rest; (c) care of breasts?

4. Why is maternal nursing preferred and under what circumstances should it be avoided? Indicate the symptoms in the baby of unsuccessful breast feeding.

5. Other than mother's milk, what is the best baby food and what precautions should be taken against its contamination?

6. In addition to milk what foods are advisable during the second year?

7. What diet problems face the average parent and how may they be met?

8. How may we protect and develop the nervous system of the young child?

9. What is your child's daily diet and how does it compare with that described by Holt?

10. What precautions may a mother take to insure healthy teeth in her child?

Garrison, Charlotte G. Permanent play materials for young children. New York, Scribner's Sons, 1926. 122 p.

Many of the materials suggested in this book are as suitable for home use as for school. There are suggestions for care and use of playthings, blocks, dolls, housekeeping toys, toy animals, picture books, pictures, etc.

QUESTIONS AND SUGGESTIONS

1. Describe an ideal play room.

2. What kind of blocks lend themselves best to the constructive interests and needs of children?

3. Name the toys that might further the homemaking instincts of children.

4. Describe the uses and care of a sandbox.

5. Make a list of three indoor and three outdoor toys suitable for a first-grade boy.

6. Name some of the manipulative material for child play mentioned in the book and how may it be used in the normal development of children?

7. How and why should live animals be studied in the play room?

8. What contribution may the book habit make to the child's development?

9. What kind of pictures would you select for a child's room?

Groves, Ernest R. *and* Groves, Gladys H. Wholesome childhood. Boston, Houghton Mifflin Co., 1924. 183 p.

The home is a miniature state. The ideal home is, from the point of view of the sociologist, the one which best prepares the child for his future life in the world outside the home. In "Wholesome childhood" Doctor Groves analyzes the reasons for success or failure of home life as manifested by the adjustments the child makes outside the home.

QUESTIONS

1. How are babies often overstimulated and how do new muscular acquirements put a strain upon the nervous system?
2. In what ways do grown-ups often thwart children's experiments with playthings?
3. Give examples of the dangers to a child's development from indulgence on the one hand and from repression on the other.
4. Is there any relation between punishment and untruthfulness?
5. What effect upon the child have (a) effusive good-bys; (b) overemphasis of neatness; (c) "rubbing it in"?
6. How may the following traits be prevented: (a) Fussiness about food; (b) fear of storms; (c) dishonesty?
7. Where and how should a confidential relationship be established between parent and child, and what practices must be avoided if this relationship is to continue?
8. Name three or four standard stories which are undesirable for children. Why?
9. What are the dangers to children of day dreaming and to what extent should a child's imagination be stimulated?

REFERENCES

- BAKER, S. JOSEPHINE. The growing child. Boston, Little Brown Co., 1923.
 Chap. IV, Foods and feeding; Chap. V, Malnutrition.
- BEARD, RICHARD OLDING, *ed.* Parent education. Minneapolis, Minn., University of Minnesota Press, 1927.
 Chap. V, The health habits of the child; Chap. VI, Nonhunger among children.
- CLEVELAND, ELIZABETH. If parents only knew. New York, The Parents' Magazine and W. W. Norton & Co., Inc., 1929.
- FOSTER, JOSEPHINE C. *and* ANDERSON, JOHN E. The young child and his parents. Minneapolis, Minn., University of Minnesota Press, 1927. 190 p.
 A study of 100 cases.
- GESELL, ARNOLD. Infancy and human growth. New York, Macmillan Co., 1928. 418 p.

GROVES, ERNEST R. *and* GROVES, GLADYS HOAGLAND. Parents and children. Philadelphia, Lippincott, 1928.

Chap. I, Before marriage—what?; Chap. II, The family—its development and meaning.

GROVES, ERNEST R. Social problems of the family. Philadelphia, Lippincott, 1927.

Chap. XIII, The parent and the child; Chap. XIV, Social problems related to family life.

GRUENBERG, BENJAMIN C. Outlines of child study. Rev. New York, Macmillan Co., 1927.

P. 77-82, Family relationships; p. 217-277, Heredity.

MORSE, JOHN LOVETT; WYMAN, EDWIN T. *and* HILL, LEWIS WEBB. The infant and young child. Rev. Philadelphia, Saunders Co., 1929.

Section II, Feeding.

RICHARDSON, FRANK HOWARD. The nervous child and his parents. New York, Putnam, 1928. 400 p.

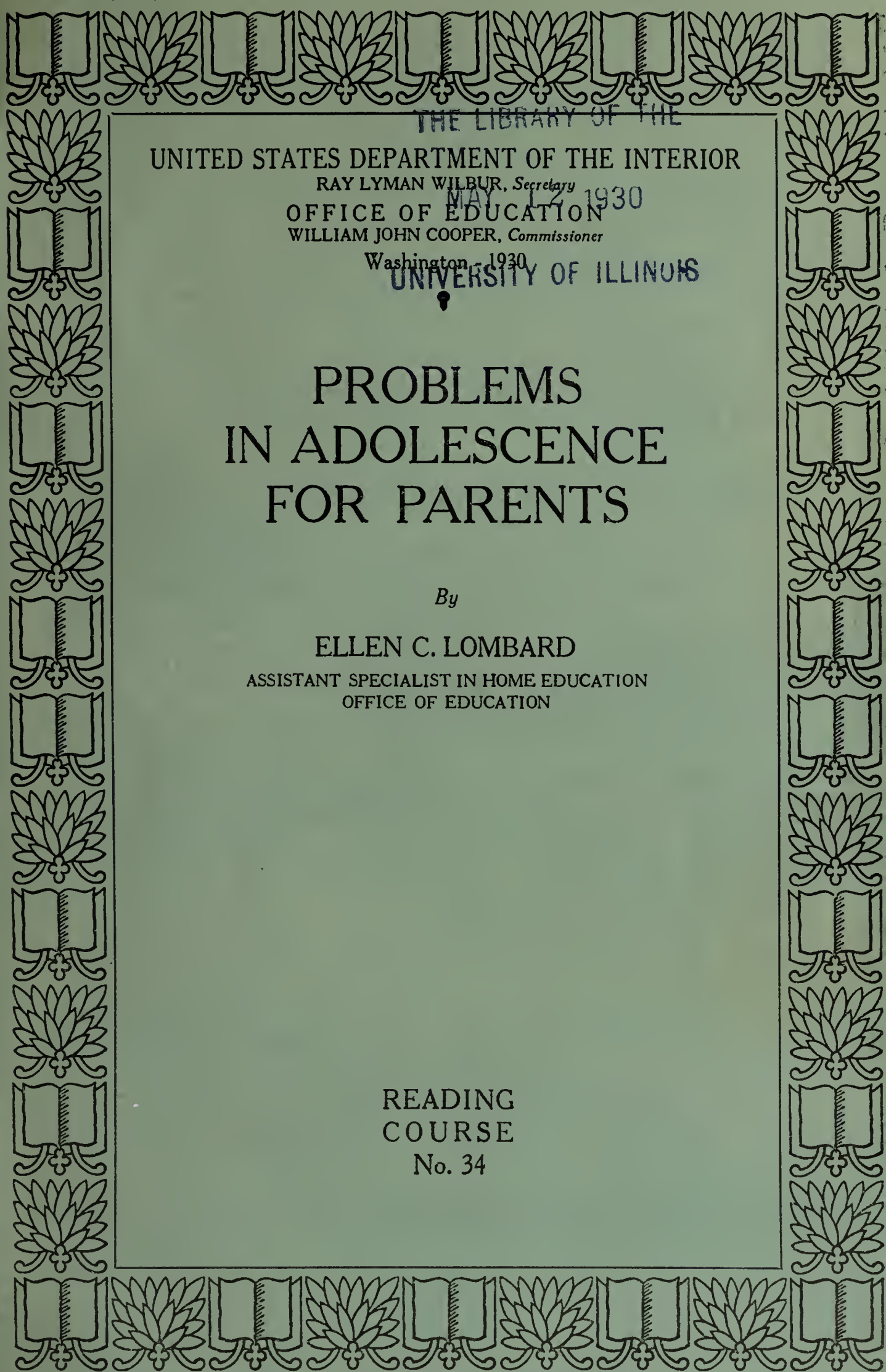
SAYLES, MARY BUELL. The problem child at home. New York, The Commonwealth Fund, Division of Publications, 1928. 342 p.

A study in parent-child relationships.

WEILL, BLANCHE C. The behavior of young children of the same family. Cambridge, Mass., Harvard University Press, 1928. 220 p.

NOTE.—Reading courses on various subjects are available free upon application to the United States Bureau of Education. Other reading courses are distributed by the American Library Association, Chicago, Ill., listed under the "Reading with a purpose series."

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MAY 12 1930

PROBLEMS IN ADOLESCENCE FOR PARENTS

By

ELLEN C. LOMBARD

ASSISTANT SPECIALIST IN HOME EDUCATION
OFFICE OF EDUCATION

READING
COURSE

No. 34

PROBLEMS IN ADOLESCENCE FOR PARENTS¹

The problem of parents is how to help their children find the way successfully through the complexities of a changing world. The entrance of boys and girls into high school brings about new situations for them. They have more freedom for individual thought and action and more responsibility for initiative and self-control. It is in the development of normal attitudes toward the facts of life and growth that parents may best safeguard their children.

Health and educational experts are in general agreement that parents who would insure healthy attitudes and good conduct should give their children information gradually as the questions relating to the origin of life come to the attention of the individual child, and parents are more and more open-minded in regard to this matter. The decision, however, as to how much and when biological information should be given to children rests finally with each parent.

This short course is offered in response to numerous requests from parents for guidance in reading upon this subject. A short list of books is appended for parents who wish to familiarize themselves with the early development of children and to a certain extent prepare themselves to meet the behavior situations which may arise when their children reach adolescence.

Hollingworth, *Mrs. Leta S.* The psychology of the adolescent. New York, Appleton & Co., 1928. 251 p.

The author believes that parents and teachers need to see themselves objectively and to have an impersonal guide to the revision of some of their habits of acting toward the changing adolescent child. Readers will find at the end of this book, in Appendix II, exercises and topics for further study and in Appendix III, references for additional readings.

¹ Acknowledgment is due to experts in social hygiene and education who have advised this office in connection with the selection of the books contained in this course.

Bigelow, Maurice A. *Adolescence*. New York, Funk & Wagnalls, 1924. 60 p.

A brief handbook on "special education and hygienic problems of the adolescent period." This little volume might well form a part of the library of every parent for constant use in adolescent study.

QUESTIONS AND SUGGESTIONS

What two groups of instincts does the author regard as the foundation of all conduct? Compare Bigelow's opinion with Brooks', *The psychology of adolescence*, Chapter VII.

By what method of approach should sex information be taught during adolescence?

Consider the ways by which knowledge of the facts of life is obtained by children. Which of these means has your approval?

Discuss the question of exercise for boys and girls of the "teen age."

In relation to adolescence, discuss current styles in books, newspapers, movies, plays, and dances.

How does Doctor Bigelow think that sex education should be given during the adolescent period?

Fishback, Elvin H. *Character education in the junior high school*. Boston, Heath & Co., 1928. 190 p.

It is the purpose of the author to provide aids by which the character education of children of early adolescent age may be furthered through the creation of an orderly and controlled environment, to give such direction to the impulses and behavior of boys and girls as may result in rational conduct. At the end of each chapter readers will find questions, problems, and selected references.

Latimer, Caroline Wormley. *Girl and woman*. New York, Appleton & Co., 1926. 331 p.

Ever since educated womanhood has been recognized as of importance equal to that of educated manhood, the ideals and content of the education of girls, have undergone considerable extension. Dr. Howard Kelly in the introduction points out that education develops a girl's faculties and broadens her outlook upon life and makes her better fitted for her work in the world.

QUESTIONS

What two great subjective influences mold a girl's character and actions during adolescence?

To what extent, if any, should the sports of adolescent girls and boys be differentiated?

To what false point of view does the author refer as the cause of much evil in regard to sex education?

What simple hygienic measures should be applied for girls during the adolescent period?

How should high-school girls be guarded from overfatigue?

De Schweinitz, Karl. Growing up. New York, Macmillan Co., 1928. 111 p.

Although this book is prepared in language suitable for children, parents may use it as a guide in telling the truth about "how we become alive, are born, and grow." How much and when these facts should be given to children should be decided by parents. Well-known experts in social hygiene and child welfare have united in giving advice on the various features of this publication.

SUPPLEMENTARY LIST

Brooks, Fowler D. The psychology of adolescence. Boston, Houghton Mifflin Co., 1929. 642 p.

Chicago Association for Child Study and Parent Education. Building character. Proceedings of the Mid-west Conference on Parent Education, February, 1928. Chicago, Ill., University of Chicago Press, 1928. 345 p.

Furfey, Paul Hanly. The gang age: A study of the preadolescent boy and his recreational needs. New York, Macmillan Co., 1926. 189 p.

Galloway, Thomas W. Biology of sex. Boston, Heath & Co., 1922. 149 p. For parents and teachers.

Germane *and* Germane. Character education. A program for the school and the home. New York, Silver, Burdett & Co., 1929. Part II. p. 3-224.

Judd, Charles H. Psychology of secondary education. Boston, Ginn & Co., 1927. 545 p.

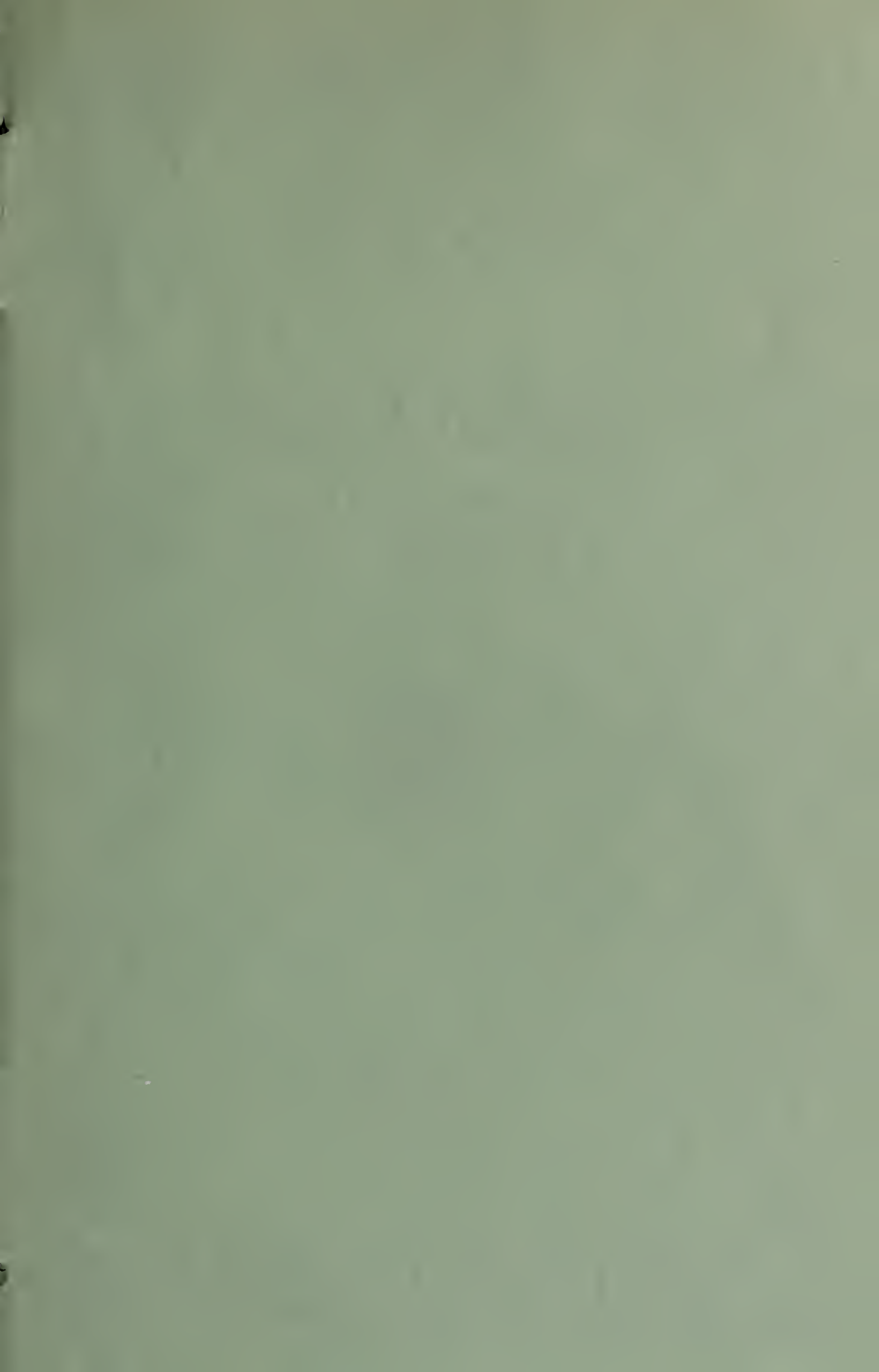
King, Irving. The high-school age. Indianapolis, Ind., Bobbs-Merrill Co., 1914. 233 p.

Taft, Jessie. Adolescence. Chapter in Handbook on positive health. New York, Women's Foundation for Health, 370 Seventh Avenue, 1928. p. 146-56.

Wickman, E. K. Children's behavior and teacher's attitude. New York, Commonwealth Fund, Division of Publications, 1928. 247 p.

The United States Public Health Service, Treasury Department, Washington, D. C., and the American Social Hygiene Association, 370 Seventh Avenue, New York, N. Y., distribute free or at nominal cost, upon application, pamphlets on problems of adolescence.





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NATURE STUDY



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"Knowledge never learned of schools,
Of the wild flower's time and place,
Flight of fowl and habitude
Of the tenants of the wood;
How the tortoise bears his shell,
How the woodchuck digs his cell,
And the ground mole sinks his well;
And the robin feeds her young,
How the oriole's nest is hung."

—WHITTIER: *Secrets of Nature*.

NATURE STUDY¹

Nature reveals her secrets, little by little, to those whose eyes are open to see the wonders and beauty of the things of the natural world. Interesting native plant and animal life are to be found in almost any neighborhood to some extent and in abundance in the open country or by the seashore.

Creatures of far-off lands may be observed but only in captivity and some only as specimens in museums, or at the zoo, or perhaps at the circus.

According to scientists, this earth was inhabited many centuries ago by strange creatures and plants. Traces of these living things have been discovered in various parts of the world and knowledge of them is of inestimable value and interest to the human race.

The selection of books for this course is intended (1) to give readers a glimpse of the far distant past, of secrets that scientists have unearthed, their theories of how the earth came to be, and how traces of living organisms which existed on the earth more than a million years ago have been uncovered; (2) to quicken interest in, and observation of, the natural world to-day and to encourage the use of authoritative books in gaining a better understanding of things commonly seen in the environment in which the reader may live and that through this understanding life may be enriched and foundations laid for deeper study of nature; and (3) to point out as "Aids to Nature Study" a limited number of books for advanced

¹ Acknowledgment is due to Anna Botsford Comstock, professor of nature study, Cornell University; E. Lawrence Palmer, professor of rural education, Cornell University; G. S. Craig, assistant professor, natural sciences, Teachers College, Columbia University, and others, for their assistance in the selection of books for this course.

reading or study in this field, handbooks, and other reference material.

Easy transportation facilities make possible for city dwellers wide contacts with country life. Field books on bird, insect, plant, and animal life with the aid of field glasses and camera may make purposeful these contacts.

The books are arranged in five groups; the first group deals with the conclusions of scientists regarding the condition of the earth and its inhabitants in prehistoric ages; the second, with living animals and their distinguishing characteristics; the third, with trees, birds, and the sky; the fourth, with flowers and their insect visitors; and the fifth, with further popular readings in science.

HAWKSWORTH, HALLAM. *The Strange Adventures of a Pebble*. New York, Charles Scribner's Sons, 1921. 296 p.

In myths and fanciful stories of ancient peoples the author tries to explain how the world came to be. Literature and art are permeated with references to such tales. But these tales are no more thrilling than the true stories of modern science. The pebble in this book is personified and chats familiarly with the reader on how the world was born; the changes in the earth's surface made by frozen fields; how rivers act; the secrets of the desert; about rivers and lakes, and the record of raindrops; and in fact, many true, strange, and interesting things about the earth on which we live. Each chapter ends with questions and conundrums under the unique caption of "Hide and Seek in the Library."

WASHBURNE, CARLETON W., and WASHBURNE, HELUIZ CHANDLER. *The Story of the Earth*. New York, Century Co., 1916. 107 p.

What can be more exciting than to discover the 3-eyed hatteria of prehistoric fame in its bed of coal far beneath the earth's surface surrounded by plants and other animals that flourished in upper air comparatively unmolested until the earth "fell in"? What could be more exciting unless it were the discovery of a giant mammoth caught in its glacier tomb? In this book a magic touch has been given the discoveries of science in which the battle for the existence of living things is depicted as a series of marvelous adventures.

QUESTIONS AND SUGGESTIONS

Compare the description of how the world was born, in Hawksworth's *The Strange Adventures of a Pebble* with this story of how the world got here, how it changed and became habitable for living things.

- What is a nebula?

How is coal formed and how long is it estimated that it took to form the coal we are now using?

How did people live in prehistoric times, according to the text?
How did they protect themselves?

What are the evidences of truth of the theories about the earth and its inhabitants?

Can you distinguish, in reading this book, between fact and fancy?

HORNADAY, WILLIAM T. *Tales from Nature's Wonderlands*. New York, Charles Scribner's Sons, 1924. 235 p.

Across the bridge the animals came from Asia to North America 4,000,000 years ago, and scientists tell us some came no longer ago than 100,000 years. There were elephants, dinosaurs, mountain sheep, great herds of them. Then the bridge broke and they were left stranded in America. These are tales of long ago. There are also tales of to-day in which the tragedies and mysteries of nature are revealed.

QUESTIONS AND SUGGESTIONS

By what means do scientists arrive at their conclusions about the prehistoric migration of animals from Asia to North America?

How are these animals traced to living species of to-day?

What was the great tragedy of animals in California and how is it explained?

Where are some of the skeletons and casts of prehistoric animals to be seen?

How have the lava fields around volcanoes become productive of living things and what characterizes most of them?

Compare the protective armor of animals described in several chapters.

How does the weight of water in the deepest ocean affect the life at the bottom and under what conditions does life at the bottom exist?

What peculiar habits have the deep-sea creatures?

HORNADAY, WILLIAM T. *The Minds and Manners of Wild Animals*. New York, Charles Scribner's Sons, 1927. 328 p.

How wild animals think and plan and act has been presented by the author who has had a long and varied experience with wild animals in captivity and in their native haunts. Doctor Hornaday creates a normal interest in, and sympathy for, animals without the appeal to sentimentality.

QUESTIONS AND SUGGESTIONS

What examples are here given of the reasoning power of animals?

Compare the elephant and bear as to intelligence, from the standpoint of the text.

With what characteristics in common are wild animals endowed and how do they vary with the differing species mentioned by the writer?

What provision for wild animals in captivity must be made in order to insure their happiness and comfort?

What are the laws of animal herds and bird flocks in the order of their evolution and importance?

Compare these with human laws and human reaction to them.

WOOD, CAROLYN D. *Animals and Their Relation and Use to Man.* Boston, Ginn & Co., 1912. 192 p.

Most of us are familiar with animals. They may be domesticated, living around the town or farm home, or in captivity at the city zoo. This book is written to help those who desire to study the characteristics and habits which distinguish some of the domestic animals and world species with which they may have easy contact. In addition to the text, the author furnishes all sorts of suggestions for observations and study, and questions for thought.

BURROUGHS, JOHN. *Squirrels and Other Fur-Bearers.* Boston, Houghton Mifflin Co., 1923. 144 p.

"Bundled up in furs" how can fur-bearing animals protect themselves from their enemies? Their adventures and hair-breadth escapes enliven the details of the author's study of their haunts and habits.

QUESTIONS AND SUGGESTIONS

How do squirrels protect themselves from danger?

Compare the food conservation habits of red squirrels and chipmunks.

How does the woodchuck keep rain from flooding his burrow?

How does the rabbit differ from the hare?

In building a home, how do muskrats provide for protection during heavy rainfall? Describe the types of homes they make.

Discuss the ways of the skunk, weasel, mink, raccoon, and opossum.

MILLS, ENOS A. *In Beaver World.* Boston, Houghton Mifflin Co., 1913. 221 p.

The expression "working like a beaver" is no idle jest. To build his intricate dwelling place he fells large trees, dragging them into place in a manner as marvelous as the building of the Egyptian pyramids. Trappers and hunters have always marveled at his cunning. Here in this book a student of his ways has given us an entertaining account of him.

QUESTIONS AND SUGGESTIONS

What marked peculiarities have beavers as to food, habits of living, and methods of protecting themselves?

What seems to constitute the essentials for their selection of home sites for their colonies?

Why do beavers dig canals and build dams?

Where are they most numerous to-day and for what are they valued?

What advantages or disadvantages are there of having beaver colonies in sources of streams?

MOSELEY, EDWIN LINCOLN. *Trees, Stars, and Birds.* Yonkers-on-Hudson, N. Y., World Book Co., 1919. 404 p.

Every day we may be enriched by observation of nature and a growing familiarity with the trees, stars, and birds as they are found in the environment in which we live. This book contains two valuable aids to readers or students: Thought-stimulating questions at the end of many paragraphs, and suggestions for experimentation.

SHARP, DALLAS LORE. *The Face of the Field.* Boston, Houghton Mifflin Co., 1911. 250 p.

Those who have lived in the country close to nature can enter fully into the experiences of the author in the orchard, or meadow, or in the woods. He expresses the very joy of living in the freedom of the open where there is always the spirit of the chase. The exciting search for turtles' eggs for the great Agassiz and their discovery and delivery, the writer's humorous experiment keeping hens and at the same time protecting skunks, and the joys of hunting and of trailing in the light fall of snow—all these episodes are delightfully told as adventures into the world of nature in which the writer is quite at home.

QUESTIONS

What is the tragedy of field and woods?

What impulse dominates wild life?

Who is Agassiz and what contribution did he make in the world of science?

From the episodes with skunks, what do we learn of their habits and nature?

How many books mentioned in the chapter on "The Nature-Writer" have you read?

What are the important works of John Burroughs?

How many of them have you read?

HEMING, ARTHUR. *The Living Forest.* Garden City, N. Y., Doubleday, Doran & Co., 1929. 268 p.

Adventure, hair-breadth escapes, fact, and fancy are interwoven in a tale of the Canadian forests. It is a thrilling experience to be lost in the forest with an old Indian hunter who knows how to conjure up food, clothes, and shelter; to learn from him the ways of forest dwellers and how to teach humans, red and white, through the maze of the forest

QUESTIONS AND SUGGESTIONS

Give the main plot of this book.

Do the ways of animals described by the old hunter agree with those described in other books in this course?

How does the old Indian hunter distinguish between the tracks of an Indian, white man, or other wanderer in the woods?

Describe the habits of the lynx, otter, and caribou.

Compare the descriptions of animals and their habits in this book with those of other authorities mentioned in this course.

JENKINS, OLIVER P. *Interesting Neighbors*. Philadelphia, Blackiston's Sons Co., 1922. 248 p.

The titles of these stories about the phenomena with which children rub elbows every day are so attractive that they invite readers. Who would not like to read about "The magic home," "The leaf-cutting bee," "A queen discovers the silk worm," "A tree blossoming with butterflies," "Seeds that steal rides," and "Bumblebee flowers"?

QUESTIONS AND SUGGESTIONS

How many kinds of home sites are described in this book?

What characteristics have they in common?

Compare the nest of the carpenter-bee with that of the mud dauber as to materials and methods of storing food for the young.

How do toads protect themselves? Why are they useful in the garden?

Describe and compare the changes of the caterpillar of the milkweed butterfly with those of the humming-bird moth.

How does the bumblebee get the nectar from closed flowers?

Watch the flowers at every opportunity and see how many visitors they have.

NEEDHAM, JAMES G. *Outdoor Studies*. New York, American Book Co., 1926. 90 p.

The bumblebee and how he gets nectar from "butter and eggs"; how queer little houses grow on plants; how ants take care of their honey bugs; how crows act; and the truth about "devil's darning needles"—these are some of the subjects by which the author not only tries to quicken the observation of nature lovers along the roadside, or in the fields, but also to lay the foundation for further study.

QUESTIONS AND SUGGESTIONS

Why is the bumblebee the only successful visitor to the "butter and eggs"?

What service does this bee give in return for the nectar it takes from the flower?

How does the chipmunk differ from the squirrel? Compare their homes.

What is a gall and how is it created? On what plants and trees are galls usually found?

What insects visit goldenrod?

Where do ants get honey?

Describe the ways of the ant-lion.

AIDS TO NATURE STUDY

POPULAR SCIENCE

DUPUY, WILLIAM ATHERTON. *Our Bird Friends and Foes.* New York, Winston, 1925. 319 p.

"Range, habits, and migration of specific birds rather than for birds in general."

FABRE, JEAN HENRI. *Animal Life in Field and Garden.* New York, Century Co., 1921. 391 p.

Familiar chats about the intimate life of insects, birds, and reptiles in which the author gives a magic touch to the everyday happenings in earth and air and tells the reader how to deal with mischief-makers in field and garden.

FINLEY, WILLIAM LOVELL, *and* FINLEY, IRENE. *Wild Animal Pets.* New York, Charles Scribner's Sons, 1928. 311 p.

Familiar recitals of the experience of the authors in taming and living close to the wild animals of the Rocky Mountains and the Pacific Coast.

LAW, FREDERICK HOUCK. *Science in Literature.* New York, Harper Bros., 1929. 364 p.

A collection of short interesting writings on the secrets and charm of the natural world. The purpose is to stimulate interest and curiosity in readers to observe and experiment in real life situations. Following each essay there are questions for discussion or for written reports and a list of books for further reading.

PACK, CHARLES LATHROP, *and* GILL, TOM. *Forests and Mankind.* New York, Macmillan Co., 1929. 250 p.

To help readers to realize how dependent are plant and animal life upon each other. Some of the chapters deal with how trees grow; how forests help mankind; where our paper comes from; forest enemies; fire, the great destroyer; etc.

SINNOTT, EDMUND W. *Botany. Principles and Problems.* New York, McGraw-Hill, 1929. 441 p.

The author has embodied problem material to stimulate thought and to provoke discussion on various phases of plant life. Because of the bearing that plants have upon the life of man, it should be a part of education to be familiar with the facts about plants and to develop a scientific outlook of inquiry about them.

SLOSSON, EDWIN E. *Snapshots of Science.* New York, Century Co., 1928. 299 p.

Entertaining and varied are these short discussions with which the author tries to arouse the curiosity of readers under such titles as Sugar from Sunflowers, Wood as Food, The Deepest Hole in the World, Learning from Bees, How Life Got Its Start, Talking about the Weather, etc. At the end of the book there are references for further reading and to sources from which further information on the subjects may be obtained.

THOMSON, J. ARTHUR. *The Biology of Birds.* New York, Macmillan Co., 1923. 436 p.

"The book applies to birds such biological concepts as adaptations, struggle, sex," etc.

WEED, CLARENCE M. *Insect Ways*. New York, D. Appleton & Co., 1930. 343 p.

To the insect world "every tree is a city of homes, every leaf is a house and yard; every twig is a side street, and every branch is a broad avenue." The author has written a series of stories depicting in an interesting way the social life and family cooperation of the insects common to North America. Study questions at the end of the book aid readers in checking up their reading.

FIELD BOOKS

COMSTOCK, ANNA BOTSFORD. *Handbook of Nature Study*. Ithaca, N. Y., Comstock Publishing Co., 1911. 900 p.

Covers the entire field including birds, insects, animals, fishes, flowers, plants, trees, the weather, and stars.

MATHEWS, F. SCHUYLER. *Field Book of Wild Birds and Their Music*. New York, Putnam's Sons, 1921. 325 p.

"Every bird sings his own song; no two sing exactly alike. A sharp retentive ear for musical form can not fail to recognize those subtle differences of tone and expression which make the song of every singer unique."

MATHEWS, F. SCHUYLER. *Field Book of American Wild Flowers*. New York, Putnam's Sons, 1904. 325 p.

This field book of flowers originated in the fields and the author's purpose is to have it used there by its reader.

OLCOTT, WILLIAM TYLER, and PUTNAM, EDMUND WHITMAN. *Field Book of the Skies*. New York, Putnam's Sons, 1929. 534 p.

To help beginners identify the constellations and stars and for practical use of observers. A good 3-inch telescope is recommended for observation of the heavens.

PALMER, E. LAWRENCE. *Field Book of Nature Study*. Ithaca, N. Y., Comstock Publishing Co., 1927.

ROGERS, JULIA ELLEN. *Tree Guide*. Garden City, N. Y., Doubleday, Page, 1914. 265 p.

A guide to trees found generally east of the Rocky Mountains in Canada and the United States. It gives clues by which tree families may be distinguished.

CHARTS

MASSACHUSETTS AUDUBON SOCIETY. *The Audubon Bird Charts*. Boston, Mass., Audubon Society.

MAGAZINE

NATURE MAGAZINE. Published by the American Nature Study Association, 1214 Sixteenth Street, NW., Washington, D. C. (\$3 per year.)

LIST OF AVAILABLE READING COURSES ISSUED BY THE UNITED STATES OFFICE OF EDUCATION

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2. Great Literature—Ancient, Medieval, and Modern. Rev. 1928.
6. Thirty Books of Great Fiction. Rev. 1927.
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9. Thirty Great Americans. Rev. 1927.
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22. Agriculture and Country Life. Rev. 1928.
29. The Preschool Child. Rev. 1929. Contains questions, suggestions for readers, and references.
30. Forty Books for Boys and Girls. Rev. 1929.
31. The Appreciation of Music. 1927.
32. The Whole Child. 1928. Contains questions, suggestions for readers, and references.
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